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ABSTRACT

Organized following the format of the International Conference on Technical and Vocational Education at Denver, Colorado (June 1976), this annotated bibliography presents over 160 resumes selected from the Educational Resources Information Center (ERIC). Intended as a resource for technical and vocational education planners and practitioners from various countries, the resumes are organized to reflect the three conference program themes: Policy formulation and planning, curriculum development, and staff development. References were selected on the basis of their potential for international application and were limited to materials that have been entered into ERIC since 1970, with the exclusion of journal articles. The resumes include title, author(s), institutional source, sponsoring agency, publication date, number of pages, availability, and a document abstract. Ordering information for EDRS (ERIC Document Reproduction Service) reproductions is provided in the introductory section. (Author/RG)

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Bibliography Series No. 35

TECHNICAL AND VOCATIONAL EDUCATION PLANNING

An International Annotated Bibliography of ERIC Documents

VT-103-184

Wayne E. Schroeder

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The Center for Vocational Education
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Columbus, Ohio 43210

June 1976

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PREFACE

This bibliography is symbolic of the increasing international importance of technical and vocational education planning. As the technology and process associated with the improvement of agriculture, commerce and industry becomes more sharable across cultures, it follows that planners and practitioners of educational programs related to these fields can benefit from the cultural transfer of information.

References cited in this bibliography follow the theme of the International Conference on Technical and Vocational Education at Denver, Colorado during June 1976. They have been selected on the basis of their potential for international application from the Education Resources Information Center (ERIC). The efforts of two Center staff members, Anne Stakelon who conducted the computer search of literature, and Wayne Schroeder for compiling the materials for the bibliography, are recognized.

It is hoped that this document will serve as a useful resource for technical and vocational education planners in many countries, and as an example of a means to greater cultural transfer of information in this field.

Robert E. Taylor
Director
The Center for Vocational Education

INTRODUCTION

Technical and vocational education planners frequently confront the task of acquiring appropriate information necessary for effective planning. A problem arises when such information is not readily accessible. Planners then must either undertake difficult and time consuming searches for available and usable data and literature, or proceed with planning in the absence of desired information.

This bibliography is presented as a resource for technical and vocational education planners and practitioners from various countries. It is offered in the belief that while educational programs and practices vary from one country to another, much of the known technology and process associated with current practice is sharable among countries.

The organization of this bibliography follows the format of the International Conference on Technical and Vocational Education held at Denver, Colorado during June 1976. References for each of three conference program themes, policy formulation and planning, curriculum development, and staff development have been included in this document.

All citations of materials in this bibliography were selected from the Educational Resources Information Center (ERIC), a national educational information system in the United States. The search and selection included materials that have been entered into ERIC since 1970. Journal articles were not included.

Selection of references for inclusion in this document was based upon several factors. One was the extent to which the references were considered usable across cultures. An effort was made to select those which reflected national policies, or that offered national and international potential. Another factor related to variety of materials selected. In this respect the compilation should be viewed as more representative of several areas than comprehensive in any particular area. One dimension of that representation refers to the major sections in the bibliography on policy, curriculum, and staff development. Another has to do with the kind of effort that was involved, such as research, development, training, etc. An attempt also was made to emphasize internationally important subject areas, including agriculture, commerce, home economics, industry, and health.

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POLICY FOUNDATION AND PLANNING

ED116052 95 CE006067

A Report to the Nation on Vocational Education.

Ellis, Mary L.

Northern Arizona Univ., Flagstaff. Project Baseline.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Nov 75 Note: 125p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

The report reviews the progress and problems of vocational education in realizing the Congressional expectations set forth in the Vocational Education Amendments of 1968. Discussion and analysis focus on the 1971-74 period. The study used analyses of Project Baseline's Common Data Base; many of the results are contained in the text, and information on others is appended. Evidence of a number of achievements, as well as evidence of problems, is presented. Intended as more than a summary of progress and problems, the document describes social, economic, and political conditions affecting vocational education's evolution, in an attempt to define the role of vocational education in a broad social context and to identify the major variables which promise to influence future directions of the program. Research on the relation between education and work revealed radical changes in the value and function of education, with vocational education shown by the study to be in the forefront of the change. In the light of research, the report identifies 20 major issues of importance to the continued development of vocational education and makes specific recommendations for responsive congressional policies. (Author/AJ)

ED114557 CE005407

Convention and Recommendation Concerning Vocational Guidance and Vocational Training in the Development of Human Resources.

International Labour Office, Geneva (Switzerland).

Publ. Date: 23 Jun 75 Note: 30p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The document presents the new international convention (with five articles or policy statements) and the formal statement of recommendations adopted by the International Labor Conference on June 23, 1975. Prepared by the International Labor Office, the instruments concern vocational guidance and vocational training in the development of human resources. The texts of the instruments were discussed at two successive sessions of the International Labor Conference by a technical conference committee composed of representatives of workers, employers, and governments. The convention contains five provisions regarding policies and programs. The recommendations contain 15 topics: (1) general provisions, (2) policies and programs, (3) vocational guidance, (4) vocational training, (5) training for managers and self-employed persons, (6) programs for particular areas or branches of economic activity, (7) particular groups of the population, (8) promotion of equality or opportunity of women and men in training and employment, (9) migrant workers, (10) training of staff for vocational guidance and vocational training activities, (11) research, (12) administrative aspects and representative bodies, (13) periodical reviews, (14) international cooperation, and (15) effect on earlier recommendations. (LH)

ED112155 CE004948

Vocational Education and Women.

Roby, Pamela Ann

Publ. Date: May 75 Note: 63p.; Page 21 is missing

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The increasing popularity of vocational education has helped to prepare both men and women in learning the skills of different trades. However, women's position in learning better trade skills has been hindered by institutional barriers in vocational education training for technical jobs, the trades, and industry. Few studies have been made pertaining to the roles and needs of women in vocational education. Barriers confronting women seeking vocational education include: admission to vocational education courses, which often separates programs and courses by sex in high schools and, in post-secondary programs, the lack of publicity about vocational education programs for adult women; enrollment in post-secondary education programs, hindered for many women by the problems of school location and child care; instruction methods, which tend to produce female stereotypes and where women are barely represented in the administrative levels; and the lack of counseling for women in curriculum and career choices. Improvements in job training for women and guarantees of equity in vocational education should focus on the following areas: Federal laws; Federal, State, and local educational policies and practices; and research and development. An outline of the Vocational Education Amendment of 1968 and 83 notes and references are appended. (EC)

ED110741 CE004543

The Janus Report: A Report on the Changing Social Setting in the United States with Implications for New Roles for State and Local Vocational Education Personnel.

Bregman, Ralph; And Others

California Univ., Los Angeles. Div. of Vocational Education.

Publ. Date: Dec 74 Note: 40p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The report on the implications of social changes in the United States for vocational education personnel contains five recommendations aimed at helping vocational education personnel at all educational and administrative levels in the various States to better maintain, enhance, and adjust their services to target populations within the changing social environment. The rationale for the recommendations rests on the analysis of the present-day United States as a post-industrial society, one characterized by its open social system, its sophisticated information systems, its large interrelated institutions and organizations, and its large number of white collar workers. While social changes occur rapidly in post-industrial society, cultural and organizational changes do not keep pace. Although such lagging behind the times does not characterize vocational education, vocational educators must be aware of the need for openness in order to develop a capacity to interact with the environment bearing on the system of vocational education, and must welcome the opportunity for such interaction. Like Janus of Roman mythology, they must look in all directions in order to effectively interact with the environment. Vocational educators, especially at the administrative level, must provide management leadership expertise so that challenges to education can be more adequately addressed. (JR)

ED110618 CE004390

Future Implications for Vocational Education.

Pautler, Albert J., Jr.

Publ. Date: 2 May 75 Note: 21p.; Paper presented at the New Hampshire Vocational Association Conference (Manchester, May 2, 1975); Best copy available

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Several general areas of concern exist for those involved in the future of vocational education. Industrial needs and manpower projections should be examined more critically; perhaps the work should be designed for the worker, and perhaps more attention should be directed to national and international job trends, and less to local trends. Changes in student population and Federal legislative policies must also be considered by planners. Vocational education directors have a responsibility to keep current inventories of job opportunities at local, State, national, and international levels. Consideration must also be given to the numbers of students who enter and remain in college and to the selection of vocational education teachers. More efficient use must be made of present school facilities. Teacher in-service and pre-service programs need to be made more effective and industrial arts education and educators need

to become more closely involved with vocational education. Vocational education programs must determine carefully their objectives and philosophy. Student needs must be given high priority, and more refined methods of student selection must be developed. (PR)

ED109420 CE004259

Principles of Post-Secondary Vocational Education.
Gillie, Angelo C., Sr.
Publ. Date: 73 Note: 248p.; For related documents, see ED 083 417, 096 448, 097 443
Available from: Charles E. Merrill Publishing Co., Columbus, Ohio 43216 ($13.95)
Document Not Available from EDRS

The book deals with post-secondary vocational education and the training of the middle-level worker and his occupational role in our society. It suggests that vocational schools and community colleges must combine in some kind of new institutional configuration and postulates an occupational core approach to vocational programs. The first part of the book attempts to provide a comprehensive description of vocational education and its overall role in education. Also included is an analysis of the role of the middle-level worker in society and a description of the paraprofessional. The second part looks at the important aspects of educating and training the middle-level worker, describes sources of education and training, and reviews the major characteristics of students who prepare for middle-level jobs. The third part shifts from present concerns to considerations for the future: curriculum planning, assessing the need for new programs, modernizing existing programs, selecting faculty and administrators, applying institutional research to curricula, utilizing vocational schools and community colleges, improving the status of occupational education, and statewide articulation and its relationship with State master planning. The book concludes with a plea for two-year colleges to become more occupation-oriented. (Author/PR)

ED109385 95 CE004218

Manpower Planning, Occupational Education, and Labor Mobility. DASP Technical Paper No. 1.
Kaufman, Jacob J.; Sumansky, John M.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: Tech-P-1
Contract No.: NE-C-00-3-0069
Publ. Date: 74 Note: 69p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage

The report details the implications of mobility for manpower planning, traces the impact of mobility on planning for the training and development of skilled manpower, and summarizes the factors influencing labor mobility drawn from a review of the relevant literature. The first section introduces the problem, summarizes factors affecting labor mobility, and discusses implications for manpower and educational planners. It emphasizes that criteria must be established so that the most efficient means of allocating resources and effort are used in manpower planning and in developing educational and training programs. Several criteria are discussed: market, social demand, rate of return, and manpower requirements. Also described are labor mobility and its impact on manpower and occupational education planning in the United States, as well as various approaches to planning (employer surveys, extrapolations of trends, econometric techniques, and the job vacancy-occupational outlook). The following section focuses on the central issue of geographic labor mobility and its determinants. The mobility of Negroes and agricultural workers is also examined. The conclusions stress the strengthening of the planner's role in developing training and educational programs, providing job opportunities, and other relevant services. A bibliography and appended tables complete the document. (JB)

ED105293 CE003624

The Philosophy and Foundations of Vocational Education.
MSS Information Corp., New York, N.Y.

Publ. Date: 73 Note: 188p.

Available from: MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($17.00)

Document Not Available from EDRS.

The introductory volume in a new series on vocational education, the book surveys recent literature on the philosophy and foundations of this relatively new field. Opening papers deal with the objectives of vocational education departments in high schools, current standards of technological and industrial education, and models for comprehensive reorganization of the present system. Particular emphasis is placed on the question of the quality of vocational education programs as they now exist throughout the country. Contributors include: J. N. Harris, H. C. Kazanas, C. D. Lemon, M. L. Barlow, A. J. Pautler, L. A. Burkett, M. E. Larson, and B. D. Coe. The second section focuses on the foundations of industrial and distributive education, and includes papers dealing with the philosophies of Alfred Whitehead and John Dewey, the relationship of industrial education to occupational education and changing technologies, the responsibilities of industry to education, the use of census data in program implementation, and new vocational education designs in the United States and in Sweden. Contributors include: R. L. Koble, E. R. Glazener, M. J. Bensen, E. Kuntz, L. C. Crawford, D. Male, J. R. Warmbrod, B. W. Brown, A. G. Wirth, and K. S. Hannson. (Author/MW)

ED105266 CE003573

Technical and Vocational Training in Kenya and the Harambee Institutes of Technology. Discussion Paper No. 169.

Godfrey, E. M.

Nairobi Univ. (Kenya). Inst. for Development Studies.

Publ. Date: Jun 73 Note: 62p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The paper is one of a series dealing with different aspects of the fund-raising campaign, which began in mid-1971, for the establishment throughout Kenya of a large number of institutes of technology on a self-help basis. By March 1973, 17 such institutes had been proposed. In the absence of coordination each institute's planning committee is trying to draw up its own plan for curriculum, syllabus, enrollment, etc. It is an aim of this paper to bring together information which will be useful to this task and, it is hoped, will contribute to the public debate about the role that these institutes might play in Kenya's technical and vocational training system. The paper concentrates, therefore, on such fairly narrow, economic questions as sources of staff and students, employment prospects, and cost and financing. It starts with an analysis of the existing system of training and of plans for its expansion, based partly on a survey carried out by the Ministry of Finance and Economic Planning in 1971 and on a follow-up to that survey in 1972. The plans of the proposed Harambee institutes are then reviewed and, in conclusion, some observations about their prospects are made. (Author/NH)

ED105247 CE003553

Vocational Education for Youth and Adults.

Sugarman, Michael N., Ed.; Pautler, Albert J., Ed.

MSS Information Corp., New York, N.Y.

Publ. Date: 74 Note: 147p.

Available from: MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (No price given)

Document Not Available from EDRS.

The collected papers deal with issues, trends and concepts in vocational and technical education. Contributors are Charles H. Buzzell, Sophie G. Hollander, Angelo C. Gillie, Sr., Ruth Midjaas, Edwin L. Kurth, Jimmie C. Styles, Patrick A. O'Reilly, Thomas C. Cooke, Charles O. Whitehead, John W. Glenn, Jr., Michael N. Sugarman, C. Thomas Dean, Norman R. Stanger, H. C. Kazanas, W. R. Miller, Thomas E. Long, Albert J. Pautler, Don A. Rice, J. Marvin Robertson, Edwin L. Herr, David J. Pucel, Howard F. Nelson, Darrell Heitzman, David N. Wheeler, Rupert N. Evans, and Gordon McCloskey. The papers cover: post-secondary institutions, public community colleges, state colleges,

private colleges, and the military, and their role in vocational education; area vocational schools; curricula and articulation; administration; teacher educator education; two-year degrees; guidance; enrollment; reorganizing the comprehensive high school; career education; and vocational maturity. (MDW)

ED105216 CE003507

The Challenge to Vocational Education in the Economic Crisis: Policy Statement.
National Advisory Council on Vocational Education, Washington, D.C.
Publ. Date: 17 Jan 75 Note: 3p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Although rising unemployment is heaviest among unskilled and underskilled workers, it is important to realize that skilled workers now being laid off will never return to their present occuaptions. Growing shortages of skilled manpower in many occuaptional areas in addition to unemployment in many job skills are changing work patterns and basic industries. Vocational educators are being called on to provide training and retraining needed by young people and adults to adapt to changing conditions. The 10 recommendations offered by the council to vocational educators urge they: survey job needs and opportunities in communities for retraining program development; provide accelerated courses to retrain unemployed workers for available jobs; coordinate programs with other skill training facilities; emphasize new programs utilizing community resources to train workers for new occuaptions and development of curricula; phase out obsolete programs; revise institutional procedures, schedules, and curriculum for greater flexibility in retraining and outreach programs; utilize vocational funds for the disadvantaged; shift funds to vocational education and basic adult education; emphasize home economics education; inventory continuing job opportunities in agribusiness and ways to meet food needs. (Author/JB)

ED102708 EA006829

On the Reform of Secondary School Education in Finland. Information Bulletin.
Laukkanen, Raijo, Ed.; Pietila, Asta, Ed.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Publ. Date: Apr 74 Note: 25p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The purpose of this report is to discuss and examine the implications of a May 1974 resolution by the Finnish cabinet calling for the reform of secondary education. Basically, the cabinet resolution outlined groundrules for educational planning and development to ensure proper integration of the vocational and secondary school program with the comprehensive and higher education programs. Separate sections of the report examine the cabinet resolution in detail, describe the difficulties of reforming vocational education, and discusses the possible adoption of a nongraded curriculum as a method of implementing secondary school reform. (Author/JG)

ED102425 CE003175

The Philosophy for Quality Vocational Education Programs. Fourth Yearbook of the American Vocational Association.
Barlow, Melvin L., Ed.
American Vocational Association, Washington, D.C.
Publ. Date: 74 Note: 283p.
Available from: American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 ($10.00)
Document Not Available from EDRS.

The yearbook attempts to show the relationship between the philosophical concepts and the practical demands of program organization and operation in vocational education. Experienced educators present their differing philosophic orientations on a variety of topics. Melvin L. Barlow views the role of vocational education in an industrial society from a historical perspective and presents the yearbook theme. "Organization of Vocational Education in the Educational System," by Robert Miller, examines the place and function of vocational education in the total

educational system. Vocational education administration and supervision are explored by Merle E. Strong. Gordon I. Swanson focuses on the development of vocational education policy. Instruction principles (David Allen), the status of career guidance (Henry Borow), and learner characteristics (Helen A. Loftis and Elizabeth M. Ray) are the concerns of individual chapters. Job placement and follow-up (Wesley P. Smith) and the place of community involvement (J. W. Weatherford and Jimmy G. Kooninger) are related topics for consideration. Garth L. Mangum presents the economics of vocational education in a social context for cost/benefit analysis. Barlow reviews some of the volume's persistent issues in the epilogue. (AG)

ED102412 CE003146

A National Policy on Career Education: The Eighth Report of the National Advisory Council on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: Sep 74 Note: 13p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The report delineates the distinctions between career education and vocational education and recommends changes in federal policy to spur advances in making education more relevant to student needs. Reviewing the career education movement over the last three years, the paper discusses some of the problems encountered as educators try to meet the increased national demand for more opportunities in career and vocational education, especially at the secondary level and beyond. Increased costs are seen as the principal barrier against more rapid conversion of education to a career orientation, and it is hoped that federal subsidies will fill this growing need. The Vocational Education Act of 1968, to be reconsidered by Congress in 1975, and the Education Amendments of 1974 would be steps in the right direction. Eight recommendations for developing a national policy on career education are presented by the National Advisory Council on Vocational Education. It is hoped that, if responded to, these recommendations dealing with funding policies and legislative needs will be the spur to action in making Ameircan education more responsive to human needs. (MW)

ED102073 SO008117

The Basic Secondary School in the Country: An Educational Innovation in Cuba. Experiments and Innovations in Education 7.

Figueroa, Max; And Others

International Bureau of Education, Geneva (Switzerland).

Publ. Date: 74 Note: 47p.

Available from: UNIPUB, Box 433, New York, New York 10016 ($2.30)

Document Not Available from EDRS.

The "secondary school in the country" is a concept becoming a reality in revolutionary Cuba. The concept is based on Cuba's need to feed itself and on the pedagogic and ideological premises that productive work molds man, that responsible participation by youth in building a new society is achieved by association with economic and social development plans, and that education and the school have a place in the accomplishment of Cuba's modernization. The secondary school in the country is described from its initiatory phases to the present day reality of 50 existing and 83 planned schools. The curriculum, as in the other secondary schools, is both general and polytechnic. The difference is that all the "country school" pupils, mainly from urban districts, are boarders; they combine study and work systematically during the whole school year, and their basically agricultural activities always form part of an economic development plan. The principles on which these schools were founded, the school's place in the whole educational system, their internal and external governance, their curricula, the time schedule for both teachers and students, and attempts at their evaluation are all described. In conclusion, the secondary school in the country is characterized as a lever for social, economic, technological, and educational progress. (JH)

ED100767 SO008056

Non-Formal Education in African Development. Report of a Survey.

Sheffield, James R.; Diejomaoh, Victor P.
African-American Inst., New York, N.Y. School Services Div.
Sponsoring Agency: Agency for International Development (Dept. of State), Washington, D.C.
Publ. Date: [illegible] Note: 263p.
Available from: African-American Institute, 866 United Nations Plaza, New York, New York 10017 ($1.75)
EDRS Price MF-$0.76 HC-$13.32 Plus Postage

Critical dimensions of the unemployment problem in Africa brought educational concerns to a head. The present survey, conducted by the African-American Institute, was prompted by a growing desire on the part of African governments and aid agencies to identify productive non-formal education programs in selected African countries and to explore alternative means of upgrading the skills and productivity of that vast majority of population which gets too little or no formal education. The report consists of five in-depth case studies and descriptions of 70 projects that are representative of the categories and models in African non-formal education. These categories include (1) industrial and vocational training, primarily in the urban/modern sector, which may be subdivided into pre-employment programs; (2) agricultural training and rural community development, subdivided according to target populations; (3) programs aimed principally at rural youths, particularly school "leavers"; (4) training programs for adults in rural areas; and (5) descriptions of multipurpose programs. (Author/JR)

ED099688 CE003450

A Data Base for Vocational Education and Manpower Training. Project Baseline Supplemental Report.
Lee, Arthur M.; Tower, C. O.
Northern Arizona Univ., Flagstaff.
Publ. Date: Oct 74 Note: 59p.; For related Project Baseline documents, see CE 003 446-455 and ED 095 309 and 310; Page 21 is of marginal legibility
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The information needed by Congress and the U.S. Office of Education about vocational education and manpower training is discussed in terms of course information, student and trainee information, and professional personnel information. The data base consists of 38 non-aggregate data elements, and these are listed and described. The availability of the 38 data elements in local school districts and state agencies is discussed, and also the way a national data base using them can be implemented beginning with partial data now and partial automation. Complete automation with all data elements is described as it would operate when fully established at the local school district, state, and federal levels. Suggested procedures for getting from where this kind of a national data base is now to where it would be described in full operation are detailed. Actual implementation is suggested in two stages, with specific procedures outlined for the first year, and the major activities noted for the second and subsequent years. The first year procedures are listed as the report's immediate recommendations. A glossary of nearly 150 technical and standardized terms used in the report is included at the end. (Author)

ED099623 CE002719

Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences. Distinguished Lecture Series No. 2.
Hoyt, Kenneth
Ohio State Univ., Columbus. The Center for Vocational Education, Ohio State Univ., Columbus. Graduate School.
Publ. Date: 74 Note: 20p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Career education consists of all those activities and experiences through which one learns about work; vocational education, those through which one learns about a primary work role; and occupational education, those through which one learns to work in the world of paid employment. The three terms imply a progressive narrowing of purpose. The goals of career education are to make work possible, meaningful, and satisfying. Vocational education—skill acquisition—is a major part of the bedrock of career education. Integration requires academic teachers to recognize preparation for

work as a basic goal of American education, and vocationall teachers must find and emphasize the commonality of purpose in education that binds them with all other educators. The basic problem career education asks today's vocational educators to face is the problem of deciding to change; there are two basic choices: one would be to emphasize vocational education as preparation for primary work goals, abandoning the traditional criterion that it should lead to gainful employment and making industrial arts, home economics, agriculture, and experiences for the "college-bound" a basic part of vocational education. The other choice would be to label the field "occupational education." Mutual dependence requires change in both fields. (Author)

ED098384 CE002484

Marketable Skills for Youth.

Bowen, Howard R.

Publ. Date: 17 Apr 74 Note: 4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The proposition that "every young person should graduate from high school with a marketable skill" raises a number of significant issues. (1) Any prescription for "every" person is questionable. (2) Does the phrase "marketable skill" refer to a specialized skill or does it refer to the ability to fill a job? (3) If the definition of marketable skill applies to the ability to be productive in a job, then the most important qualities are the communication skills and personal traits derived from general education that produce fully-rounded human beings. (4) Increased vocational training of young people does not necessarily increase employment. (5) High schools are likely not to be very proficient at vocational education. (6) For students with capacity and motivation for general education, the cost of employability at age 18 would be a shortening or dilution of general education. (7) Much youth unemployment occurs among culturally handicapped youth with inadequate general education and vocational training; our problem is to raise their cultural level through a foundation of general education. (8) In conclusion, "every young person should be encouraged both before and after the age of 18 to acquire the traits that flow from a solid general education." (EA)

ED096405 CE002003

Report to the Government of the Democratic Republic of the Sudan on Industrial Vocational Training Needs.

International Labour Office, Geneva (Switzerland).

Report No.: ILO-TAP-Sudan-R.15

Publ. Date: 73 Note: 112p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

This detailed, 2-year study used skill surveys to determine the Sudan's existing and developing needs for vocational training in various trades (at various levels, including retraining and upgrading). Two other objectives were to ascertain the educational and skill levels for different occupations, in particular in the engineering industry to assess training needs, and to evaluate existing and planned vocational training in relation to training needs. Recommendations treat areas of coordination of vocational training programs, upgrading of training, training of new employees, in-plant training and apprenticeship, instructor training, higher technical secondary schools, national vocational training institutions, departmental vocational training institutions, expansion of vocational training facilities, vocational guidance and employment opportunities, and finance. More than two-thirds of the booklet is devoted to appendixes such as survey tools, graphs, statistical tables giving classifications and distributions of establishments, current and future vacancies by occupation and province, establishments providing new worker training, and descriptions and comments on various vocational training institutions. (NH)

ED096404 CE002002

Report to the Government of Zambia on Co-Operative Education.

International Labour Office, Geneva (Switzerland).

Report No.: ILO-TAP-Zambia-R.7

Publ. Date: 73 Note: 96p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

This one-year study was undertaken in the Republic of Zambia to survey and analyze needs in cooperative education and training and to plan and execute immediate courses with detailed curricula in this area. A brief history of Zambian cooperative societies and a description of the expert's study activities are followed by conclusions and recommendations, the major ones being: (1) the five different types of cooperative society, because of different educational needs, must be dealt with separately; (2) first priority in cooperative education should be given to marketing unions, viable farming societies, and savings and credit societies; (3) a projection shows the expected increase of numbers of persons who would need education in 1972 and 1975; (4) the activities, guidance, and services of existing cooperative officers and cooperative education secretaries should be expanded for training; and (5) a central and specialized institution for cooperative education should be established. More than two-thirds of the booklet is devoted to appendixes on a cooperative education plan for Zambia, 1973-75: Part 1, survey and analysis of needs within cooperative education and training; Part 2, existing institutions for cooperative education and training; and Part 3, plan for content and organization of cooperative education and training 1973-75. (NH)

ED092743 CE001473

State Vocational Education Planning: An Assessment of Issues and Problems.

Lawrence, John E. S., Ed.; Dane, J. K., Ed.

North Carolina State Univ., Raleigh. Dynamic Analysis and Strategic Planning Program.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Report No.: DASP-1

Contract No.: NE-C-00-3-0069

Publ. Date: 74 Note: 115p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

The Dynamic Analysis and Strategic Planning (DASP) Program Division of the Center for Occupational Education at North Carolina State University is concerned with its need for information about the actual operation of planning systems and the development of a planning and information system for vocational education. To this end a three part conference was held, involving practitioners of planning and planning experts, to generate information on the practice of planning and the problems and needs of planners. The report presents the data from the conferences in the form of a descriptive model, transactional in nature, of the planning process in a state agency for vocational education. Successively more detailed diagrams are used to illustrate the development of the model. The final diagram of the model is used as the organizational format for the report, with a detailed discussion of each segment, including verbatim comments from conference participants. The recommendations arising from the conference are summarized. Appendixes include the conference tasks and objectives, nine in number, the seven elements of planning, and a list of conference participants. (SA)

ED092737 CE001467

Career Education Track Record to Date.

Ottina, John R.

Publ. Date: 25 Feb 74 Note: 9p.; Part of a panel discussion at the Annual Convention of the American Association of School Administrators (Atlantic City, New Jersey, February 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Current Office of Education career education program initiatives and ideas in the planning stages are directed to strengthening of leadership, vocational education research grants and exemplary projects, curriculum development and dissemination, and federal support. Research grant emphasis has been on 12-18 month full-scale career education demonstration projects and the support of a new thrust in vocational education research, applied studies. Commitment of vocational education exemplary projects has been and will continue to be directed toward career preparation-type activities for students in grades kindergarten through post high school, K-14. Three career education curriculum units have been approved for state education agency distribution (Lincoln County, West Virginia and Cobb County,

Georgia—K-6; University of California at Los Angeles—allied health careers), and curriculum development has progressed well in 15 career clusters, with grants for three additional clusters this year. For the first time, the Occupational Outlook Handbook, Bureau of Labor Statistics, will be oriented to career education with jobs presented in occuaptional clusters. In terms of budget planning and proposals, career education continues to be viewed as a concept and essential component of the educational process, rather than as a line program or fad. (EA)

ED072276 VT018765

Occupational and Adult Education: Major Thrusts for 1973 and Beyond.

Pierce, William F.

Publ. Date: 18 Nov 72 Note: 8p.; Presentation before the Joint Meeting of State and National Advisory Councils of Vocational Education (Washington, D.C., Nov. 18, 19[illegible]

EDRS Price MF-$0.76 HC $1.58 Plus Postage

This paper contains a discussion of the activities of the Deputy Commissioner of Occuaptional and Adult Education in the U.S. Office of Education, perceptions of some trends in vocational education and the role of advisory committees, and the relationship between career education and vocational education. A major responsibility of the deputyship is carrying out the promotion and implementation of the career education concept. However, this does not imply that career education and vocational education are considered synonymous in the Office of Education, for they are not. Vocational education is one necessary component. In carrying out the promotion and implementation activities, several trends will be noted concerning vocational education, including: (1) determination of acceptable levels of performance, (2) development of procedures for determining costs, (3) assumption of placement responsibilities, and (4) more realistic and scientific long range planning. Lay advisory committees play a role in the accountability process, particularly program evaluation, but their effectiveness needs to be strengthened. (SB)

ED070863 VT018353

Vocational Student Organizations. 7th Report.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 15 Nov 72 Note: 10p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Recommendations for increasing the visibility and support of vocational student organizations are presented in this seventh report of the National Advisory Council on Vocational Education. This Council, created by the Vocational Education Amendments of 1968, is composed of 21 persons with backgrounds in labor, management, and education, who advise the Commissioner of Education about the status of vocational education programs. Industrial involvement, relevance to educational needs, and the furthering of career education and vocational development are cited as reasons for developing the potential of a previously neglected national resource—vocational student organizations. (AG)

ED068703 VT017228

Policy Issues and Analytical Problems in Evaluating Vocational Education. Final Report, Part I.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Sponsoring Agency: Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-71-3707

Publ. Date: Jul 72 Note: 146p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

This analysis of current and available information on the evaluation of vocational education and its policy implications includes a methodological appendix showing major studies of cost-effectiveness analysis, a critique of the various techniques employed in these studies, and an extensive bibliography of relevant source materials and related studies on vocational education evaluation. The present vocational education system is an umbrella for a wide variety of programs, which have as a common denominator their eligibility for federal support through the

different vocational education acts and amendments. These programs usually supply students with a marketable skill while providing them with a basic knowledge of the humanities and may include training in homemaking skills and consumer education. On-the-job training, apprenticeships, community colleges, and other programs supplement vocational education curriculums offered in public schools. In fiscal 1970, only one sixth of the total government expenditures for vocational education represented federal funds, showing that federal support is too small a percentage of the total for the federal government to be a primary change agent within vocational education. Part II of this report is available as VT 017 227 in this issue. (AG)

ED068645 VT016941

Cooperative Day of Planning VI.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 72 Note: 60p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (6th, Denver, Colorado, May 5-6, 1972)

Available from: National Advisory Council on Vocational Education, 425 13th Street, Suite 852, Washington, D.C. 20004

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The Sixth Joint Meeting of the State and National Advisory Councils on Vocational Education, held in Denver, Colorado, on May 5-6, 1972, was attended by representatives of 48 states, the District of Columbia, American Samoa, and Puerto Rico. Major concerns included evaluations, activities within the six school-based career education models, legislation, and other advisory council interests. This report summarizes the discussions and presents texts of speeches delivered at the meeting. Previous Joint Meeting reports are available through the source of availability listed above and as VT 016 940 in this issue. (MF)

ED068644 VT016940

Cooperative Day of Planning V.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 71 Note: 75p.; Report of the Joint Meeting of the State and National Advisory Councils on Vocational Education (5th, Washington, D.C., November 12-13, 1971)

Available from: National Advisory Council on Vocational Education, 425 13th Street, N.W., Suite 852, Washington, D.C. 20004

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The Fifth Joint Meeting of the State and National Advisory Councils on Vocational Education, held in Washington, D.C., on November 12-13, 1971, was attended by representatives of 47 states, the District of Columbia, American Samoa, and Guam. This report summarizes the resolutions and discussions on areas of mutual concern and presents texts of speeches delivered to meeting participants. The meeting focused on advisory council relationships and the various roles of federal agencies in regard to the career education concept. Attention was also given to pending legislation and questions of in-service training for state advisory council members. Other Joint Meeting reports are available through the source of availability listed above and as VT 016 941 in this issue. (MF)

ED067915 FL003330

Formacion Agropecuaria en las Escuelas Polivalentes (Agricultural Education in Comprehensive Middle Schools).

Ministerio de Cultura y Education, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.

Publ. Date: Jul 71 Note: 9p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The Argentine Plan for Development and Security (1971-1975) calls for the diversification of education and the general development of professional and technical training in accordance with the needs of development. To accomplish this, the plan requires the creation of comprehensive middle schools. Among the courses of study

available in such schools will be a program in agriculture. This article presents details for the implementation of such a program throughout the country. Details on specific schools and the program design are included. (VM)

ED066618 VT016574

Technical Education, Careers Unlimited.

Worthington, Robert M.

Publ. Date: 15 Mar 72 Note: 25p.; Presentation before the National Technical Education Clinic (Fort Worth, Texas, March 15, 1972)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Education in a technological society must teach its people to perform the work and provide the services required to maintain and further develop the society. It must also prepare its people to cope with the rapid change which new technology causes in their personal lives, such as occupational obsolescence, social mobility, worldwide communication and social awareness, and others. The concept of career education has been developed in view of these demands of a technological society. Career education relates to all educational experiences from early childhood throughout the productive life of the individual. In early childhood it provides an awareness of the world of work and some direct, hands-on experiences to motivate the learner's interest. At the end of high school, the burden is on the high school system to give strong, positive assistance to students in obtaining job placement or placement in a post-secondary institution. The development of a career education system requires the accomplishment of differing objectives at each level of the existing school system, including public and private technical institutes, junior colleges, area vocational schools, and colleges and universities. (SB)

ED066241 RC006353

Adaptation of Education to the Needs of the Modern World in Rural Areas. International Education Year 1970. IEY Special Unit 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Publ. Date: 70 Note: 14p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

One in a series of 12 documents devoted to the priority themes of International Education Year, this document provides basic information and suggests directions for study, discussion, and action in adapting education to the needs of the modern world in rural areas. The main emphasis in this essay revolves around the hypothesis that no effective national development is possible where the rural sector of the economy is deficient. The issues discussed pertaining to the rural population in developing nations are the numerical problem; the school's burden; the community's need; rural and urban coordination; lifelong education; primary and secondary education; continuity and cost; the content of agricultural courses; and the planning and implementation of programs which unite educational, agricultural, and health officers along with other community workers in the development of a common sense of purpose. It is inferred that a pressing need exists (1) to orient education to economic and social development in the rural areas of young nations; (2) to effect a continuous educational process for the purpose of creating a lifelong learning process; (3) to harmonize urban and rural societies among all levels of the school system and among responsible agencies and parties; and (4) to plan carefully all conceptual, technical, economic, and administrative elements. (HBC)

ED064583 AC012657

Commission on Vocational Education in Correctional Institutions. Final Report.

Commission on Vocational Education in Correctional Institutions, Trenton, N.J.

Publ. Date: Jun 72 Note: 29p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This final report of a commission appointed by the Governor of New Jersey to investigate skill training, job preparation, and education of inmates of the state correctional institutions discusses these areas in relation to the inmate's entry, confinement, and departure. The first section of the report, Classification, points out the need for

in-depth screening of the inmate upon entry to the institution, with an assessment of his skills, educational background, and life record so that goals for a specific individualized program can be determined. In the section concerned with Education, the commission recommends that: a year-round program be instituted; inmates be allowed to rotate in education programs; classes be also provided in the evenings and on weekends; an incentive program be explored; consideration be given to utilization of ex-offenders as teachers, consultants, and paraprofessionals; a reading program be developed; exploration be made of the need for improved testing methods for determining learning disabilities; a correspondence course be developed by the state; the availability of college programs be increased; the cluster concept in vocational training programs be utilized; educational facilities be improved; and a trade advisory council be established for each vocational course and prison industry. The State Use Industry, as viewed by the commission, is in need of modernization. Release Programs, the last section of the report stresses the responsibility of the state, the institution, industry, and the community in preparing the inmate for re-entry into society. (DB)

ED062578 VT015455

Contemporary Concepts in Vocational Education. The First Yearbook.

Law, Gordon F., Ed.

American Vocational Association, Washington, D.C.

Publ. Date: 71 Note: 435p.

Available from: Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 ($8.50; payment with order)

Document Not Available from EDRS.

Prepared to serve as a resource manual for educators as well as informative reading for the general public, this first yearbook explores a wide range of views, topics, and trends of current importance in the field of vocational education. The authors were particularly concerned with the philosophy of vocational education as expressed in the Declarationof Purpose of the 1968 Amendments. Chapters include: (1) Philosophical Aspects of Vocational Education, (2) Equipping All Persons for a Productive Life, (3) People, Jobs and the Vocational Education Curriculum, (4) Comprehensive Research and Planning and Vocational Education, (5) Schools, Programs and Systems: The Delivery of Vocational Education, (6) A New Perspective for Education, (7) Cooperative Education and Other Forms of School-Community Involvement, (8) The Professional Development of Vocational Educators, (9) The Economic Role of Vocational Education, and (10) Evaluation, Accreditation and Accountability in Education. (Author/JS)

ED062554 VT015272

Two Million Without Skills.

Tapman, Muriel Shay

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Publ. Date: Feb 72 Note: 59p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Nearly 2 million handicapped children will be leaving school by 1977 without skills necessary for productive participation in society. This paper considers some of the problems which have arisen in implementing a commitment to vocational education for the handicapped, and reviews the relevant federal laws. The discussion of the laws points out questions which must be answered before the federal commitment to vocational education for the handicapped can be considered entirely successful. The overall conclusion is that a communications gap exists within the agencies responsible for implementation of the legislation. (BH)

ED062515 08 VT014880

Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report.

Young, Robert C.; And Others

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.: R&D-Ser-68 Bureau No.: BR-7-0158

Grant No.: OEG-3-7-000158-2037

Publ. Date: 72 Note: 193p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

This report considers the role of manpower information in vocational education planning. Following a review of the manpower and educational contexts of vocational education planning, the report examines the concepts of manpower supply and demand and the sources of relevant information and methodologies for their estimation, considers criteria for determining vocational education priorities, and describes a method for allocating resources among vocational programs. From a review of alternative manpower educational planning models, including manpower, rate-of-return, and social demand approaches, elements were selected which were feasible for a modestly inexpensive planning system. The proposed system acknowledges the existence of more complex planning models, discusses the data inadequacies and costs preventing their complete implementation, and suggests a methodology feasible in terms of existing or relatively inexpensive data and methodologies. (BH)

ED060835 JC720079

The Community College Looks at Vocational Education.

Harris, Robert G.

Publ. Date: 7 Mar 72 Note: 11p.; Speech presented to the 27th National Conference on Higher Education, March 7, 1972, Chicago, Illinois

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The great diversity in vocational education programs in community colleges can, for the most part, be attributed to the wide range of occupations to be served and the colleges' attempts to meet the needs of their communities and the needs of the individuals within those communities. The vocational educator, however, must be aware of the restrictive rules and regulations imposed by external agencies responsible for administering some vocational programs. These conditions are based on the assumption that a vocational education program will be effective if the institution conforms to certain facility specifications or qualifications required of the teaching staff, instead of evaluating the competencies of the graduates themselves. There are indications of a trend in the approach to institutional evaluation for accrediting purposes that emphasizes the quality of the product over the requirements of the process. In conclusion it is suggested that a cooperative effort be initiated between local institutions and external agencies in formulating educational programs and standards of evaluation. (AL)

ED060436 AC012454

Adult Education in Kenya (A Historical Perspective). Decadal Report 1960-1970.

Board of Adult Education, Nairobi (Kenya).

Publ. Date: Feb 72 Note: 39p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

In preparation for the Third World Conference in Adult Education, the chapters of this report are based on UNESCO's questionnaire. It is, therefore, not an exhaustive account of the period 1960-1970. The report discusses the following topics: National Education System; The Board of Adult Education; Financing; Methodology; and Personnel for Training of Adult Education. Three appendixes present Publications Pertaining to Adult Education Published during the Decade; Members of the Board, 1971; and Statistics and Figures. It is emphasized that informal, fundamental and vocational adult education in Kenya has been more pronounced than formal and literacy education. (DB)

ED060384 AA000977

Ahdaf al-ta'lim al-fanni, al-tujari, al-zira'i, wal-sina'i (Vocational Education Objectives: Commercial, Agricultural and Industrial).

Ministry of Education, Cairo (United Arab Republic).
Report No.: CEAS-13-67-E
Publ. Date: Sep 68 Note: 2p.
Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)
Document Not Available from EDRS.

This document is an English-language abstract (approximately 1,500 words) of a publication outlining the objectives and problems of vocational education in the United Arab Republic. The data presented include both the general objectives of vocational education and the specific goals of each type. The goal of vocational education is to prepare youth in the value of technical and vocational work as a means to social progress by preparing and training manpower needed for development projects that aim at raising the standard of living. The Ministry of Education plays an important role in achieving these goals by promoting the system vocational education by emphasizing it through revising and modifying the curricula, providing adequate equipment, adequate facilities, and qualified teachers. The document goes on to enumerate the general objectives of vocational education such as the physical development of youth during adolescence. Secondary commercial education aims at providing students with adequate training for careers in private enterprise and state projects. Secondary agricultural education aims at training students for careers in that field; industrial education aims at providing skilled manpower for industry. (Author/GDB)

ED060332 AA000925
Agricultural Education in the So[illegible]ific.
Sutherland, J. A.
United Nations Food and Agriculture Organization, Rome (Italy).
Report No.: CEAS-68-16-E
Publ. Date: Mar 69 Note: 3p.
Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)
Document Not Available from EDRS.

This document is an English-language abstract (approximately 1,500 words) of a paper presenting the results of a survey conducted in 1967 by the Food and Agricultural Organization (FAO) of the United Nations at the request of the South Pacific Commission. The survey included existing facilities for agricultural education in the several territories of the South Pacific: Western Samoa, Papua, New Guinea, Fiji, Solomon Islands, Tahiti, New Caledonia and others. An assessment was made of agricultural needs at several educational levels. Certain recommendations were made resulting from this survey. There is a wide variation in the standards of institutions issuing diplomas. In only one territory had an effective philosophy of extension teaching been developed. It is recommended that the South Pacific Commission offer to organize technical in-service training courses for staff members of all colleges, institutes, and schools concerned with agriculture. Training of the teaching of agriculture is a must. Lack of statistical data regarding population makes population projections difficult. Every South Pacific territory visited had a shortage of trained personnel. (Author/GDB)

ED060188 VT014649
Vocation as "Calling."
Education Commission of the States, Denver, Colo.
Publ. Date: Dec 71 Note: 34p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage

It is essential that priorities be realigned and that we return to the concept of education as career preparation. This should include the full range of educational endeavors from preschool through graduate school and adult education. Each state should have a complete plan for occupational education that includes priorities, immediate and long-range goals, funding, and student interests. The task force recommends that federal education agencies recognize and support occupational education on all grade levels, and that particular concern be given to legislation for post-secondary education. Guiding principles for states in developing their leadership role involve continuity, planning, coordination, innovation, and evaluation. Local and institutional policies and practice determine the ultimate success or failure of a program, and they should provide flexibility, cooperation, and data necessary for a successful operation. Also, accreditation and certification requirements should be recognized and planned for. (GEB)

ED059119 SO002198

National Assessment of Educational Progress. Objectives for Career and Occupational Development.

Education Commission of the States, Denver, Colo.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-9-08771-2468-508

Publ. Date: [illegible] Note: 81p.

Available from: National Assessment of Educational Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00; Quantity Discounts)

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by National Assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are: (1) to prepare for making career decisions; (2) to improve career and occupational capabilities; (3) to possess skills that are generally useful in the world of work; (4) to practice effective work habits; and (5) to have positive attitudes about work. The major objectives are followed by subobjectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73. (JMB)

ED051430 VT013441

School for Schooling's Sake. The Current Role of the Secondary School in Occupational Preparation.

Evans, Rupert N.

Illinois Univ., Champaign.

Publ. Date: 4 Jun 68 Note: 27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

For a large portion of its student body, the school makes no conscious effort to prepare for the transition from school to employment. Instead, the school concentrates on preparing students for more school. About 20 percent of high school students receive some form of vocational education, but under pressure from the Congress, schools are beginning to recognize that they should meet the needs of a higher proportion of their students. Vocational education is devoting more attention now than formerly to the needs of the student and is placing less emphasis on meeting the narrow needs of the labor market. Although vocational education is criticized for being too narrow and specialized, this is rarely true. However, the principal method of evaluation of vocational education (immediate job placement) places a premium on specialization. The major weakness of vocational education content lies in its exclusion of many important occupations. There are several types of obsolescence of vocational education, some of which are much more serious than others. The part-time cooperative method of instruction, broadened teacher education, in-school employment offices, and better instructional materials are means of minimizing obsolescence. (Author)

ED051399 VT013222

Cooperative Day of Planning III.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 7 Nov 70 Note: 47p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (3rd, Washington, D.C., November 6-7, 1970)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The Third Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on November 6-7, 1970. Attended by representatives of 47 states, the meeting dealt with mutual activities and with legislation affecting vocational education. Special attention during the meeting was focused on proposed manpower legislation, regional activities, innovative projects, relationships with state agencies and community projects, and the National Council's public information project. This report summarizes the main areas of concern, and includes texts of all major resolutions and speeches. (GB)

ED051398 VT013221

Cooperative Day of Planning II.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 2 May 70 Note: 40p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (2nd, Washington, D.C., May 1-2, 1970)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The Second Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on May 1-2, 1970. Attended by representatives of all 50 states, the District of Columbia, and Puerto Rico, the meeting dealt with the Councils' mutual activities and problems. Of particular importance to the assembled group were resolutions setting goals for evaluations by State Councils, clarifying the independent status of the Councils, and requesting early funding for education programs. This report summarizes the main areas of concern of the meeting and includes texts of all major resolutions dealt with, as well as summaries of the discussion on them. Finally, the report includes the texts of the speeches delivered at the meeting and selections from the questions following each speaker's remarks. (GB)

ED050295 VT013234

Career Education—More Than A Name.

Marland, S. P., Jr.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Publ. Date: 71 Note: 14p.; Speech Presented to the Meeting of State Directors of Vocational Education (Annual, Washington, D.C., May 4, 1971)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The career education concept should replace vocational education so that more of the American people can receive the benefits that are being provided students in vocational education. It is necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise and which will increase career options for each individual. The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model, oriented directly toward the school setting, would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the 13 to 20 age group who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal school and skills needed in successful employment. Such programs will give vocational education the national prestige that it needs. (GB)

ED050292 VT013229

Report of the Analysis Group HEW Vocational Education Review Task Force. Volume 2: Appendices.

Operations Research, Inc., Silver Spring, Md.

Sponsoring Agency: Department of Health, Education, and Welfare, D.C.

Publ. Date: 25 Sep 70 Note: 112 p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

This document contains the appendices for the report prepared by an analysis group that quantitatively presented the status of vocational education and implications for the future. Appendixes A-F contain: (A) documentation supporting the discussion of the vocational education system, (B) documentation supporting the discussion of measuring achievement of objectives in an economic sense, (C) planning and evaluation activity, (D) a new approach to vocational education, (E) the "marketable skill" concept, and (F) a bibliography. The complete report of the analysis group is available as VT 013 226 in this issue. (GEB)

ED050291 VT013228

Report of the Analysis Group, HEW Vocational Education Review Task Force. Volume 1.
Operations Research, Inc., Silver Spring, Md.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.
Publ. Date: 25 Sep 70 Note: 187p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage

This report, developed over a 17 calendar-day period, was prepared to quantitatively present the status of vocational education for use in identifying major issues and problems, and in indicating implications for the future. Findings and recommendations are to be used as a background for considering alternative policy decisions regarding vocational education, and are presented for each of seven major sections: (1) main elements of the vocational education system, (2) major institutions, outside the public school system, that provide vocational education, (3) the public school vocational program, (4) factors influencing vocational education, (5) vocational education objectives, (6) comparison of vocational education with manpower programs in a cost-effectiveness framework, and (7) the role and impact of federal funding. The supporting appendixes are available as VT 013 229. (GEB)

ED050276 VT013051

Vocational Education: Today and Tomorrow.
Somers, Gerald G., Ed.; Little, J. Kenneth, Ed.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Publ. Date: 71 Note: 349p.
Available from: Center for Studies in Vocational and Technical Education, 4315 Social Science Bldg., University of Wisconsin, Madison, Wisconsin 53706 ($5.00 Plus 18 postage)
EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

The papers in this document, written by persons from a variety of disciplines, are addressed to issues which have confronted vocational educators for many years and which remain unsolved as the decade of the 70's begins. Specific topics include: (1) "Curriculum Response to Occupational Trends" by Garth Mangum, (2) "Changing Relationships Between Schools and Industry" by Samuel M. Burt, (3) "Staffing Vocational-Technical Programs" by Rupert Evans, (4) "Vocational Education for Disadvantaged Groups" by Laure Sharp, (5) "Comprehensive Education, Redefined for a Humanist Society" by Marvin Feldman, and (6) "Lessons from Other Countries" by Norman Duffy. (GEB)

ED048564 AC010153

Study Visit and Seminar: Work-Oriented Adult Literacy Pilot Project in Iran. Final Report.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Publ. Date: 70 Note: 65p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The Work-Oriented Literacy Pilot Project in Iran is based on the hypothesis that illiteracy on the part of workers hinders the growth of productivity and must therefore be considered as a factor retarding development. The study visit and seminar was intended to enable the participants to gain insight into the potentialities revealed by work oriented functional literacy as a factor of national development. Senior officers from 12 Asian countries participated. The first section of this final report discusses the component variables of the Project: objectives,

organization, financing, structure, motivation, teaching methods, advisory and coordinating committees, audiovisual media, follow-up, evaluation, problems, and prospects. The second section summarizes the discussions which preceded or followed each study visit and the most significant comments from individual reports written by participants after returning to their countries. The appendix discusses briefly the general characteristics of literacy and development. (PT)

ED048489 VT012721

National Advisory Council on Vocational Education. Fourth Report.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 16 Jan 71 Note: 11p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This report of the National Advisory Council, a committee of 21 persons from labor, management, and education, outlines the problems associated with the present system of financing vocational education and presents recommendations for overcoming these problems. The problems identified were: (1) Voters are more willing to support educational programs benefiting all students, and the costs of vocational education programs are often more expensive than a college preparatory or liberal arts course, (2) The federal and state assistance intended to be an incentive often becomes a ceiling because many school districts provide vocational programs only when they are reimbursed, (3) A tight definition of vocational education often becomes a straight jacket, (4) The state plan is not a viable planning instrument, and (5) The Federal Government has little power to affect the achievement of national objectives. To alleviate these problems, the council recommends that a new technique in federal-state relationships be adopted in which a support component, comprising 75 percent of the funds, would come from Congress, and the remaining 25 percent would be an incentive component to be allocated by the Office of Education in proportion to each state's efforts to achieve the national objective. Other recommendations are included. (SB)

ED048480 VT012620

Career Education Now.

Marland, Sidney P., Jr.

Publ. Date: Jan 71 Note: 15p.; Presentation at the National Association of Secondary School Principals (Houston, Tex., Jan. 23, 1971)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Despite a growing role for vocational education as technological change causes skill requirements to rise, society continues to treat vocational education as inferior to academic education. In a broad sense, all education is career education, providing the skills necessary to live. Until all forms of education can be integrated in a comprehensive program of career development, an interim strategy involves four major actions: (1) redirecting federal support toward state programs for high demand occupations, (2) providing broader programs to improve flexibility of career choice, (3) improving coordination with business and organized labor, and (4) increasing support for career education at all levels. (BH)

ED047878 52 RC005130

Planning Annual and Long Range Programs of Vocational Education for Rural Areas According to the Vocational Amendments of 1968, Final Report.

Kurth, Edwin L.; Perkins, Raymond P.

Florida Univ., Gainesville; North Carolina State Univ., Raleigh.

Sponsoring Agency: Division of Vocational and Technical Education, BAVT; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-9-0472

Grant No.: OEG-0-9-430472-4133 (725)

Publ. Date: Sep 70 Note: 218p.; Report on Institute II of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, University of Florida, Gainesville, February 2-13, 1970

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Included in the document are abstracts of the 19 presentations given by consultants to the working groups at Institute II. Contents of the abstracts are the salient ideas, goals, objective, and models for planning annual and long-range programs of vocational education in rural areas. Presentations by the consultants were designed to enable the five working groups to take systematic approaches to annual and long-range planning at the local and state levels, and budgeting and evaluation for vocational programs in rural areas for youth and adults. Each working group dealt with case studies deliberately structured to simulate actual conditions so as to provide practicality to analyses and solutions. The simulation devices (case studies), Institute II program, statements of intent, and participant list are appended. (LS)

ED045474 08 SO000313

Vocational Education: The Bridge Between Man and His Work. Publication 1. Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education, 1968.

Henderson State College, Arkadelphia, Ark. M.H. Russell Center for Economics Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-3-051203-2080

Publ. Date: 68 Note: 8p.

Available from: M. H. Russell Center for Economic Education, Henderson State College, Arkadelphia, Arkansas 71923 (1-100 copies free)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Three basic concepts of education for employment are discussed. It is stated that vocational and academic education can no longer be compartmentalized. Education is mandatory for employment in modern society. Vocational education should be a basic objective of all education. Second, technological and economic progress demand change. Appropriately prepared persons must be highly adaptable, and this is viewed as requiring continuous learning. Finally, freedom of opportunity is measured by the individual range of choice. Education can increase this range. From these, five operation principles are discussed: not limiting vocational education to particular skills, school assistance, formal occupational preparation, and development of the individual. A unified system of vocational education is seen as necessary. It should begin in the lowest grades and continue throughout the educational experience. The curriculum should be spiral, and post-secondary occupational preparation should be a goal. The program should include fieldwork, and the school's obligation should continue past graduation. Creation of an occupational preparation system must be a continuing pursuit. (SLD)

ED042874 VT007960

Vocational-Technical Education; A Prospectus for Change.

Schaefer, Carl J., Ed.; Kaufman, Jacob J., Ed.

Northeastern Univ., Boston, Mass. College of Education.

Sponsoring Agency: Massachusetts Advisory Council on Education, Boston.

Publ. Date: 67 Note: 171p.; Papers presented at Symposium (Boston, November 28-29, 1967)

Available from: Advisory Council on Education, 102 Tremont Street, Boston, Massachusetts 02111 ($1.00)

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

To seek resolution of problems in providing education for youth and adults oriented toward the world of work, the Massachusetts Advisory Council on Education (MACE) undertook a study of vocational-technical education as a major project. This publication contains the major papers and prepared reactions to these papers, which were presented at a 42-member conference, and constitutes the basis for a report announced as ED 029 107. Major papers were: (1) "Vocational and Technical Education—Its Meaning" by C. J. Schaefer, (2) "The Development of Vocational Education in America: An Historical Overview" by V. P. Lannie, (3) "A Behavioral View of Vocational-Technical Education" by J. W. Altman, (4) "Sociological Perspectives and Vocational-Technical Education" by M. B. Sussman, (5) "Decisions for Vocational Education: An Economist's View" by M. J. Bowman, (6) "Manpower Analysis and Vocational Education: Problems and Perspectives" by I. Berg, (7) "Vocation, Education, and Guidance"

by R. C. Hummel, (8) "Vocational Education: Is It More Than Education for a Vocation?" by B. Shimberg, (9) "The Social Context, Poverty, and Vocational Education" by R. A. Gibboney, (10) "But Readjust We Must—Teacher Education" by E. L. Minelli and T. M. Benton, and a concluding statement by J. J. Kaufman. (DM)

ED040233 UD010134

Education and the Urban Community: Schools and the Crisis of the Cities.

Hillson, Maurie; And Others

Publ. Date: 69 Note: 506p.

Available from: American Book Company, New York, N.Y. ($6.75)

Document Not Available from EDRS.

This selection of 49 articles deals with the crises and conflicts of urban education. Articles discuss the impact of urbanization, social stratification, the effects of urban poverty on black and Puerto Rican families, and the disadvantaged school dropout. Many articles deal with proposed solutions. Among these are readings which discuss the technology necessary to make both curriculum and school organization more relevant to the needs of inner city youth. Curriculum changes proposed include ungraded classes and bilingual education. The school's role of making employment opportunity available, youth alienation, the problems and complexities of federal aid to education, and aspects of school community relationships are also treated. (KG)

ED038604 AC006859

New Trends in Adult Education.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Publ. Date: 67 Note: 23p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Although in some countries adult education still has little to do with vocational training, it is apparent that in the future a new notion of "trade" or "profession" will form the educational nucleus around which general knowledge and cultural interests can be organized. If the new approach to education is based on the "vocational needs," these needs have to be identified on three levels: the labor market level, and the level of social demands, and that of personal aspirations. This involves a consideration of the role of the human and social sciences which is examined in this booklet. Other areas dealth with are: community development as planned interaction between economic, social, and cultural development; the creative use of leisure; the new role of arts; and the movement towards permanent education. (NL)

ED038493 VT009893

Formal Occupational Training of Adult Workers; Its Extent, Nature, and Use. Manpower/Automation Research Monograph No. 2.

Bedell, Mary; Bowlby, Roger

Office of Manpower, Automation and Training (DOL), Washington, D.C.

Publ. Date: Dec 64 Note: 51p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Workers between the ages of 22 and 64 who had completed less than 3 years of college accounted for 52.1 million of the 60.8 million adults in the civilian labor force in 1963. A representative sample of this group was surveyed to determine the extent of their education and whether they had participated in any formal occupational training programs in high school, junior colleges, technical institutes, special schools, correspondence schools, company training schools, apprenticeship, or the Armed Forces. They were also asked to designate the occupations or fields in which they had received training, how much training they had taken, and whether they had completed it. Finally, the workers in the sample group were questioned concerning their use of training in employment and other ways of learning jobs. This report summarizes the survey findings, analyzes the data, examines the implications of the findings, and makes suggestions for further research. Charts and tables supplement the narrative, and the questionnaire is appended. (CH)

ED036655 08 VT010437

Education For Technician Careers And The Nation's Priorities in the 1970's. Working Paper.

Kenadjian, Berdj; Larkin, Paul

National Planning Association, Washington, D.C. Center for Priority Analysis.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0643

Grant No.: OEG-0-080643-4467(085)

Publ. Date: Oct 69 Note: 36p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The demand for technicians will experience a rapid rate of increase—from 35,000 job openings a year in the early 60's to 128,000 a year expected between the mid-1960's and the mid-1970's. A primary stimulus for this increase is the volume and scope of research and development activity directed toward achievement of national goals and manpower needs. Career opportunities for technicians in the 1970's will reflect current trends in medical services and in engineering and natural sciences. Colleges and universities and non-profit organizations will also provide a larger proportion of job openings by 1975. Technical education programs are challenged to improve their public image by (1) improving existing post-secondary course offerings, (2) expanding teacher education programs, (3) developing new programs, (4) providing remedial science-related instruction to the educationally disadvantaged, and (5) creating a national awareness of the quantity and quality of technical career opportunities. (CH)

ED035724 08 VT009842

Second National Leadership Development Seminar for State Directors of Vocational Education. Final Report. Leadership Series No. 23.

Ward, Darrell L.; Miller, Aaron J.

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-0158

Grant No.: OEG-3-7-000158-2037

Publ. Date: Nov 69 Note: 135p.

Available from: The Center for Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($3.50)

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

More than 100 state directors and other leaders in vocational and technical education attended the seminar designed to provide assistance to state directors in their leadership role in state-wide planning for vocational and technical education. Papers included in the report are: (1) "Long-Range Planning in Government" by DeMarquis D. Wyatt, (2) "Control Data's Interactive Planning System: Long-Range Planning in Business" by Curtis W. Fritze, (3) "A Caul to Vision: Long-Range Planning in Education" by Ewald B. Nyguist, (4) "Manpower Development—Who Will Have the Responsibility" by Lowell A. Burkett, (5) "Planning Within the Power Structure" by John A. Beaumont, (6) "Political Aspects of Planning" by B. Dean Bowles, (7) "Congressional and Legislative Liaison" by Arthur M. Lee, (8) "Project Planning and Control Through PERT" by Desmond L. Cook, (9) "Planning, Programming and Budgeting Systems" by Joseph F. Malinski, and (10) "The Delphi Technique" by Donald P. Anderson. Sub-group work session reports are also included. (JK)

ED033238 VT009564

National Advisory Council on Vocational Education. First Annual Report.

National Advisory Council on Vocational Education, Washington, D.C.

Publ. Date: 15 Jul 69 Note: 7p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Racial unrest, violence, and unemployment of youth have their roots in an inadequate education. Each year 750,000 people enter the job market without the necessary skills and attitudes for employment. Schools can prepare young people to realize their potential; the failure rate is so high because of improper attitudes, inadequate

programs, and insufficient money. There is a national attitude that says vocational education is designed for somebody else's children. The federal government invests $14 in universities for every $1 it invests in vocational education programs. Students should have multiple choices within high schools; separate vocational schools or distinct vocational tracts should be exceptions in a technical and changing society. A full range of post-high school programs and prevocational education is needed. Educating youth for employment costs less than educating them for the college they will never reach and providing remedial training thereafter. The added cost of vocational education is a reason why most school districts have failed to take responsibility for providing it adequately. It is recommended that the federal government exercise leadership by allocating funds to correct the basic problems identified. (DM)

ED032396 VT008556

The Dynamics of Technology and Society: No Compromise with Ignorance.

Venn, Grant

Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs.

Publ. Date: Feb 69 Note: 23p.; Address presented at American Association of Junior Colleges (E. Lansing, February 21, 1969).

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Technology is applied, organized knowledge which causes the miracles we daily take for granted. The rapid development and application of technology is illustrated by accelerated rate of change. The educational system has been based on a concept of stability, and the present generation is the first which must educate youth for the new dimension of time and change. There is less and less opportunity for the uninformed and untrained worker. More and more specialized education must be provided. The shortage of specialized technicians and supportive workers and the evident supply of educable persons represents an unprecedented challenge to junior and community colleges. Individualized programs, often including remedial studies, relating to each student's field of interest must be provided. Graduates of such programs may then achieve a level in the work force in three to five years that would normally take 12 to 15 years by past standards. New legislation dealing with occuaptional education provides funds for developing new programs, improving program relevancy, long-range planning, meeting needs of special-needs groups, exemplary programs, residential schools, work-experience programs, development and dissemination of curriculum materials, studies of manpower needs, and vocational educator professional development. (DM)

ED031614 AA000399

Development of Vocational Education Programs for American Indians, Conference Proceedings (University of New Mexico, Albuquerque, August 18-22, 1969).

Edington, Everett D., Ed.; Hocker, Phillip, Ed.

New Mexico State Univ., Las Cruces

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-9-0336

Grant No.: OEG-0-9-410336-4134-725

Publ. Date: Oct 69 Note: 55p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The purpose of the five-day institutes was to encourage the development of more vocational education programs for the American Indians. Persons in attendance included educators from federal, state and local levels (both from public schools and the Bureau of Indian Affairs), business and industry representatives, Indian leaders, and employment personnel. The program was divided into four major areas: (1) the occupational training needs of the American Indians; (2) the resources available for providing vocational education for the American Indians; (3) existing programs developed to provide vocational education for the American Indians; and (4) development of plans to more adequately meet the vocational education needs of the American Indians. This conference report contains a summary of each of the presentations given at the workshop, a summary of each of the committee reports, and a list of recommendations derived from the institute. (TL)

CURRICULUM DEVELOPMENT

ED115959 CE005854

Education in Agriculture for the Educationally Disadvantaged. Final Report. Teacher Education Research Series, Volume 15, Number 1.

Curtis, Samuel M.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Sponsoring Agency: Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.: VT-102-353

Publ. Date: Sep 74 Note: 51p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The project was an effort to alleviate a recognized need of educationally disadvantaged students enrolled in vocational agriculture classes in Pennsylvania. This need extended to teacher preparation, instructional materials, and vocational guidance. Instructional materials in ornamental horticulture, agricultural mechanics, and agricultural production were developed and tested. Materials were written at the sixth grade reading level usually in task sheet format. Two teacher institutes were held to improve competency of 25 teachers in the project. Occupational information of entry level type jobs was disseminated to the teachers. In evaluation, it was found that the experimental materials were superior to materials currently in use when criterion measures were achievement and performance tests. Teacher attitude toward disadvantaged students became more positive, with the gains stabilizing during the third project year. Occupational information in the form of a manual was printed and disseminated to guidance counselors and teachers. Appendixes include some of the project developed instructional materials. Also included in the report is a list of theses and publications that resulted from the project. (Author/NJ)

ED115761 CE005581

Updating Business Education Programs.

National Association of Secondary School Principals, Reston, Va.

Publ. Date: Oct 75 Note: 31p.

Available from: National Association of Secondary School Principals,1904 Association Drive, Reston, Virginia 22091 (Single copy, $0.50; 2-10 copies, $0.30 each; prices for larger quantities available on request)

EDRS Price MF-$0.76 Plus Postage—HC not available from EDRS.

To gather information on how the business education curriculum in secondary schools is being affected by changing trends, questionnaires were sent to state and local business education supervisors. Some aspects of instructional innovations are discussed based on the responses gained from the national survey, particularly the responses of 78 local supervisors directly involved with high school programs. Business education has become an important part of the general education of students and more courses in this area are being offered. To meet employment needs of various industries new courses are being taught on word processing, micrographics, reprographics, electronic calculators, and data processing. Job training for students in some schools is being achieved through simulation, block-time patterns, and performance-based business education. Changes in business education curriculum have also been the result of greater emphasis now being placed on career education, human relations in business, metrication, record-keeping, vocational youth organizations, and individualizing teaching and learning. The discussion of these changes in business education is supported with brief descriptions of actual high school programs. (Author/EC)

ED115503 SE019936

Science and Technology Education Newsletter, No. 5, October 1975. A Supplement to the Bulletin of the Regional Office of Science and Technology for Africa.

Ibukun, Olu, Ed.

United Nations Educational, Scientific, and Cultural Organization, Dakar (Senegal). Regional Office for Education in Africa.: United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

Publ. Date: Oct 75 Note: 18p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This bi-annual publication appears as the result of efforts of the science and education sectors of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the UNESCO Regional Office of Science and Technology for Africa, and the UNESCO Regional Office for Education in Africa. The newsletter provides a forum for the interchange of views, ideas, and information on science and technology education, at all levels, among those working in Africa. Among topics in this issue are reports on the UNESCO Seminar on the Improvement of Science Education in Africa, Nairobi, Kenya, August 1975; the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation, Greenhill, Ghana, July-August 1975; and a Seminar on the Teaching of Sciences in Primary Schools Using the Environment. An information service available to science educators in Africa and books available from UNESCO are also discussed. (Editor/CP)

ED112136 CE004922

A Study of the Exploratory Agriculture Programs in Virginia.

Miller, Larry E.; Hinkle, Dennis

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Publ. Date: 30 Jun 73 Note: 40p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Lack of a curriculum guide, resource guide, and overall guidance prompted the State Agricultural Science and Mechanics Committee to survey the instructors of exploratory agriculture programs in the state in order to develop objectives, goals, and resource materials for the program. Opinions were sought from all of the teachers and supervisors concerning the nature of exploratory agriculture programs in Virginia and the teaching modules such a program should include. (Of those surveyed, 96 percent of exploratory agriculture programs are being implemented at the 6-8 grade level; 4 percent at the 4-5 grade level.) A questionnaire was developed and mailed to the invited sample, and the data received from 27 usable returns were compiled and analyzed. Findings led to the following conclusions: (1) curriculum development is needed for the program, with written objectives, guides, and teaching materials; (2) a career education focus with guidance, counseling, and adequate record keeping is recommended; (3) with growth of the program, additional funding will be required; and (4) in-service as well as preservice will be needed for teacher training in the area of exploratory agriculture. (Author/MU)

ED112114 95 CE004890

Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.

Koble, Daniel E., Jr., Ed; Bumstead, James G., Ed.

The Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Publ. Date: Mar 75 Note: 153p.; Papers presented at the Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974)

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

The 1974 Seminar for State Directors of Vocational Education focused on improvement of vocational curricula at the local education agency level. One hundred fifteen persons, representing 43 state vocational units, one territory, and Washington, D.C., attended the seminar. Special emphasis was given to processes and innovative concepts relating

to professional development and self-improvement of state directors of vocational education and key members of their staffs. Guidelines and information papers were presented to explain and define methods that can be utilized by state vocational education personnel in discharging responsibilities in the field of curriculum development. The seminar covered the following areas: vocational education programs for persons with special needs (three papers); state level programs to facilitate the dissemination and implementation of new curriculum ideas (three papers); state level management information systems for curriculum improvement (three papers); curriculum changes and improvement in local education agencies (two papers); mechanisms and approaches to curriculum development (two papers); need for curriculum for state personnel development supervisors (one paper); and implementing career education programs (three papers). The full texts of all papers are included in the document. The seminar agenda and a program participant list are appended. (Author/EC)

ED112076 95 CE004842

Business and Office Career Education Curriculum Project. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-O-73-5230

Publ. Date: 1 Aug 75 Note: 43p.; Some illustrations may not reproduce due to smallness of type; The copyrighted appendixes have been removed; For related documents, see CE 004 843-847

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The document reports on the procedures followed and the major meetings and events in a 24 month U.S. Office of Education project carried out by Colorado State University to develop business and office career education curriculum guides for grades seven-nine. The materials developed were: (1) student learning packets or modules, (2) correlated teachers' manuals, (3) a K-14 curriculum plan and strategy, and (4) a resource list of publishers. (These materials are discussed, but not included, in the document.) A national advisory committee was set up, and directors of career education curriculum projects across the nation helped to establish guidelines for articulation and coordination among projects. Materials and information were solicited from career education projects throughout the United States, from state supervisors of business and office and career education, and from business education supervisors of large cities. The National Symposium for Business and Office Education Curriculum Guidelines was held in Denver in 1973 to inform leaders of the project and to develop and disseminate curriculum guidelines. Cooperating teachers participated in workshops, tested materials (titled resource guides) in their classrooms, and contributed to their revision. In July, 1975, a meeting was held in Denver to disseminate the materials nationally. (AJ)

ED112043 95 CE004802

Articulation Guide: Construction Industry Series.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 75 Note: 5p.; For the final report of the project, see CE 004 794; For the instructor's guides and student manuals, see CE 004 795-801

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01417-3)

Document not available from EDRS

Greater articulation efforts can increase the effectiveness and efficiency of the educational system. Horizontal articulation is communication among teachers, departments, and schools of similar levels. Within secondary-level schools the greatest horizontal articulation problem area is curriculum development. Use of program specialists, departmentalization, and commercial textbooks have all contributed to a noncomprehensive basis for curriculum. A cooperative effort among representatives of high school departments, business, industry, and post-secondary institutions to formulate a checklist of "must know" skills for students would be an effective way to integrate curriculum. Also, occupational and vocational vocabulary could be incorporated into academic subjects. Vertical articulation relates to communication between educational levels. Its practice would insure continuity in construction training programs

from high school to post-secondary institutions, perhaps through the use of a modularized curriculum. The guidance counselor should provide a valuable articulation service within the school and community. Articulation is needed related to the changing role of women in construction. An advisory committee of representatives from the various trades, management, professional, and technical groups could keep instructors and counselors informed of conditions in the industry and also assist with placement. (Author/MS)

ED110718 CE004515

Function-Task-Competency Approach to Curriculum Development in Vocational Education in Agriculture: Research Report No. 1. Project Background, Plan and Model Development.

Matteson, Harold R.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Publ. Date: Jul 74 Note: 38p.; For related document, see CE 004 516

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The report explains the construction of the function-task-competency method of developing vocational education curricula in agriculture at the secondary and post-secondary levels. It discusses at some length five approaches to the development of vocational education curricula used in the past: the subject approach (which centers on subjects taught on a yearly basis); the integrated approach (which cuts across all subject areas on a yearly basis); the job analysis, occupational analysis, or competency approach (which focuses on task analysis); occupational areas or cluster approach (which defines competencies which are common to a number of related jobs and/or occupations); and functions of industry approach (which focuses on the different processes performed in business and industry to achieve success). The report develops a conceptual model for integrating these approaches into a comprehensive curriculum model consisting of a linear diagram which proceeds successively from occupational clusters through function, tasks, competencies, competency clusters, and a subjective value, philosophy, and student interest screen to curriculum development. After discussing the assumptions underlying the model, the report concludes with brief discussions of the five operational phases of the model construction, and the methodology and significance of the study. (JR)

ED109433 CE004278

Electronics Technology Curriculum Development Project (ETCDP): Report.

Illinois Univ., Urbana.

Sponsoring Agency: National Science Foundation, Washington, D.C.

Report No.: NSF-GY-6182

Publ. Date: 71 Note: 410p.

EDRS Price MF-$0.76 HC-$20.94 Plus Postage

The report describes in detail the Electronics Technology Curriculum Development Project, a two-year electronics technology program with six core courses (three in circuit analysis and three in fundamentals of electronics) and an introduction to electronics technology course. Two chapters present the operation, scope, and objectives of the project and include discussions of the curriculum structure and its supporting philosophy. Three chapters (140 double-column pages) comprise a curriculum guide for the seven courses. Three more chapters (100 pages) deal with instructional methods and materials, including the use of media, audio-tutorial instruction, and the use of computers and calculators. There is a chapter on facilities, instruments, and equipment providing price ranges, minimum specifications, and guidelines for selection. A chapter of suggestions and recommendations treats: adapting the curriculum to a four-semester instead of six-quarter program; expected level of student performance; and miscellaneous suggestions arising from the project. Appendixes provide information on: relevant conference; sources of audiovisual instructional materials, and suggested texts. (PR)

ED105179 CE003460

Career Education: New Approaches to Human Development.

Bailey, Larry J.; Stadt, Ronald W.

Publ. Date: 73 Note: 430p.
Available from: McKnight Publishing Co., Bloomington, Illinois 61701 ($8.95)
Document not available from EDRS.

The book is a digest of individual and group philosophies, research, and recommendations aimed at providing a knowledge base concerning the evolution and implementation of a systematic career development and education model which facilitates human development, tentative selection, and the realization of meaningful careers. It begins with an analysis and synthesis of educational criticisms and recent responses to outside forces, stressing the concepts of educational excellence, relevance, and accountability. The core of the book entails brief historical and detailed theoretical treatment of three interrelated matters: career development, the foundations and evolution of career education, and models for career education and curriculum development. Within these broad areas, the following concepts are examined: theories of career development and occuaptional choice; factors affecting career development; career development needs of special groups (women and the culturally disadvantaged); historical perspectives (vocational education to 1962); foundations of vocational education; the emergence of career education; the function and place of career education; fundamentals of curriculum development; a developmental curriculum model for career education; and implementing change in education. (Author/MW)

ED103696 CE003306
Course Construction in Industrial Arts, Vocational and Technical Education.
Giachino, J.W.; Gallington, Ralph O.
Publ. Date: 74 Note: 314p.; Third Edition
Available from: American Technical Society, 848 E. 58th St., Chicago, Illinois 60637 ($7.25)
Document not available from EDRS.

In the third edition of the basic text, which deals with the methodology of preparing courses of study in industrial arts and vocational education, the title and content have been modified to include technical education. The authors stress the importance of the teacher's ability to organize instructional material where manipulative processes are involved; performance activities require analysis to identify appropriate work experiences, and manipulative operations require a certain sequential order of performance, which means that the teachable content must have a logical and methodical order. The practices and principles described in the book are aimed to help the teacher meet these goals. The first several chapters of the text establish a groundwork; they are followed by chapters which prepare the teacher to establish specific course objectives: carry out an instructional analysis; analyze a course for its basic operations; select the jobs, projects, or problems; arrange operations and work activities in an instructional order; select the related information for a course; analyze operations and related information; and assemble the course of study. The concluding chapters deal with instructional practices. (Author/AJ)

ED096473 95 CE002085
National Symposium for Business and Office Education Curriculum Guidelines.
Kingston, Carmela C.; Thomas, Ellis R.
Trenton State Coll., N.J. Div. of Business.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: V357003
Grant No.: OEG-0-73-1182
Publ. Date: 73 Note: 125p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Symposium participants met to develop guidelines for developing curriculum for the area of business and office education, K through adult. The session reports are presented in outline form according to topic definition, problem areas, and recommendations. Topics discussed include: organizational patterns in the business and office education curriculum, the cluster approach to business and office education curriculum development, business and office education programs K-14, the role of business and office education in career education, programs for the disadvantaged and handicapped, public relations, the role of state staffs in program development, and alternate programs. The appendix

makes up a major part of the document offering the texts of presentations by: Robert M. Worthington, Charles M. Galloway, Ray Price, Harry L. Huffman, David Schoenfeld, Louise Keller, Paul Plevyak, Agnes Kinney, Doris Crank, and Jerry A. Kicklighter. A symposium evaluation and symposium program conclude the final report. (MW)

ED093887 SP008257

The Development of Job-Related Curricula Using Task Analysis. Allied Health Professions Project.

Byers, Bruce B.; and others

Educational Projects, Inc., Pittsburgh, Pa.

Sponsoring Agency: Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

Report No.: AP-14-1021

Publ. Date: Oct 73 Note: 41p.; For related documents, see SP 008 256 and 259-261

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Curricula that are related to the specific task requirements of an occupation can be developed using task analysis. The development of task-related curricula should follow these steps: (1) complete a pretask analysis to develop a brief description of the job and to gather data related to the amount of supervision required, the number of coworkers involved, and the perceived difficulty of the task; (2) complete the task description; (3) analyze the task description; (4) determine curricula and curricular units; and (5) develop instructional units. The definition of the task should make provisions for listing the equipment, materials, and tools to be used and the external conditions affecting performance of the entire task. Definitions should also list the stages of performance of the task and the various elements within each stage—an element being the basic skill level above that of fine motor skills. This task description is then analyzed for the requisite skills and knowledge, after which tasks can be organized for presentation to the student. To avoid repetition of skills and knowledge, similar tasks should be grouped, and the elements of tasks should be categorized according to their stages (preparation, execution, evaluation, and termination) to determine similarities of elements across tasks. In this manner, similar skills can be taught once. (HMD)

ED086426 95 RC007578

Indian Education and Training Opportunities at Columbia Jr. College, Columbia, California.

Columbia Junior Coll., Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 73 Note: 345p.; Pages 182 to 210 will take up 2 microfiche frames each, actual page count is 316p.

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

The purpose of this project was to develop a transitional instructional program to serve out-of-school and dropout American Indian youth entering vocational education programs in forest technology, fire science, heavy equipment maintenance and health occupations. The project was designed to develop a 3-quarter transitional program concerned with the development of basic skills, career planning, an introductory core in 2 career area clusters, work experience of both a general and vocational nature, and work habits. It involved the recruiting of 20-25 Indian youth per quarter to start into the 3-quarter sequence. This project provided seed money to: (1) open access to college programs to Indian students; (2) develop transitional core programs allowing undecided students to explore career possibilities in the Mountain Oriented Occupations and Health Related Occupations. The report also explained the curriculum development techniques utilized by the project. Covering fire science, forest technology, and heavy equipment maintenance, 92 behavioral objectives were given. Of these, 51 were core content for all 3 areas. These objectives were then evaluated for strengths and weaknesses, using reports submitted by the instructors. Additionally, subjects, purposes, and teaching patterns were given for hospital building maintenance and health occupations to both interest and motivate students. (EE/KM)

ED080668 VT020420

Review and Analysis of Instructional Performance Objectives in Vocational Education Curriculum.

Allen, David

The Ohio State Univ., Columbus. The Center for Vocational Education.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: Inf-Ser-68
Publ. Date: 73 Note: 58p.
Available from: Product Utilization Section, The Center for Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Performance or behavioral objectives have been important in vocational education for many years, as evidenced by the significant breakthroughs in vocational education curriculum development and evaluation during the past 10 years which have been linked to purposeful use of performance objectives. This review of literature and research relating to performance objectives has revealed that a number of articles, instructional guides, conferences, and workshops have dealt with developing skills in writing performance objectives for vocational education. A limited number of research studies deal with writing and using performance objectives and the effects of the writing and using of objectives on teachers' attitudes. None of the studies have concentrated on performance objectives alone. Future research should concentrate directly on performance objectives, with all other variables, such as teaching methods or instructional materials, controlled in the research design. Some suggested research areas include: (1) identifying strategies for incorporating the affective domain into the format of vocational education performance objectives, (2) identifying processes for integrating occupational analysis data directly into performance objectives and teaching strategies, and (3) creating and testing performance objective evaluation instruments appropriate for vocational education. (SB)

ED079501 VT020574
Conference on Career Development and Program Articulation in Health. Final Report.
Milliken, Mary Elizabeth
Georgia Univ., Athens. Div. of Vocational Education.
Sponsoring Agency: National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Publ. Date: 72 Note: 104p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

This document is a summary report of a 3-day conference held in November 1972 by the Health Occupations Teacher Education Program within the Division of Vocational Education of the University of Georgia. The conference focused on an emerging issue in health occupations education, articulation of programs. Basic problems in the health field are job nomenclature and competence specification, manpower planning, and educational planning to provide qualified personnel at all levels. Participants in the conference were leaders in allied health occupations and faculty and staff from four health specialties: dental auxiliaries, clinical laboratory, patient care, and respiratory therapy. The document includes a summary of the group sessions reports and participants' evaluation of the conference. The evaluation forms, conference participants and consultants, daily agenda, and supportive materials are appended. It was recommended that a series of workshops be held on curriculum modifications and that a center be established for the collection and dissemination of materials related to a sequential curriculum in allied health occupations. The conference proceedings and presentations will be issued separately. (MF)

ED079469 VT019113
An Evaluative Study of Auto Mechanics and Automotive Technology Programs and Curricula. Final Report.
Seamans, Melvin; and others
Madison Area Technical Coll., Wis.
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Publ. Date: Nov 72 Note: 171p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage

To identify the needs of the employee for job entry in the automotive trades, data were collected by questionnaire from graduates of vocational and technical schools in the state and from their employers. The information

obtained was intended to be utilized by educators in upgrading vocational school automotive programs and curriculums. Findings indicate that, in general, employers were satisfied with the training the graduates received. The graduates also rated their training good, but called for more hours of training in general and specialty areas and courses more relevant to auto mechanics. The study reveals that the greatest problems involve the weak placement programs of vocational schools and the substandard wages reported by many of the graduates. Recommendations relate to such items as: (1) better communications between industry and automotive training programs, (2) licensing programs and other programs to help raise wage rates for graduates, (3) emphasis on making related subjects relevant to automotive subjects, and (4) review of the number of hours of actual automotive training. (KH)

ED070901 VT018485

Vocational Education Curriculum Guide for the High School E.M.R.: A Field Test Copy. Research Monograph Number 11, Volume 2.

Plue, William V.; and others

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Publ. Date: Jul 72 Note: 343p.

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

This vocational education curriculum guide for educable mentally handicapped high school students, an outgrowth of a Mississippi state research project, was developed by a professor from the University of Southern Mississippi's Department of Special Education to be field-tested, revised, and expanded. Under the general competencies of psychomotor skills, social maturity, and environmental concerns, sample topical units include behavioral objectives, unit rationales, learning activities, and teaching suggestions. Job description samples and sample work performances are appended. This document is related to three others, available as VT 018 478, VT 018 483, and VT 018 484 in this issue. (AG)

ED068631 VT016694

Core Curriculum for Agriculture and Agribusiness on All Levels of Education. Final Report.

Mississippi State Univ., State College.

Sponsoring Agency: Mississippi State Dept. of Education, Jackson.; Office of Education (DHEW), Washington, D.C.

Publ. Date: Jun 72 Note: 135p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

This final report of a research project in vocational education, conducted under Part C of Public Law 90-576, will be useful to teachers, administrators, and teacher educators charged with curriculum or course development in vocational agriculture. The objective of this research project was to place curriculum development activities in vocational agriculture on a factual basis through the use of scientific research methodology. In order to develop a core curriculum, educational objectives, innovative teaching techniques, and differentiated staffing patterns for agricultural and agribusiness curriculums, a questionnaire was constructed after a literature review in order to appraise the knowledge and skills of 262 agribusiness personnel, 122 educational personnel, 200 farmers, and 712 vocational agriculture students. A second questionnaire collected data for implementing career education from 22 secondary and postsecondary teachers of agriculture. A third questionnaire was developed concerning career education and administered to 27 leaders in vocational agriculture. Characteristics of the interviewees are included, and a wide range of resource materials is provided. (AG)

ED066560 VT016094

Distributive Education Special Needs Considerations: The Disadvantaged.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.; Wilson School–State Home for Boys, Jamesburgh, N.J.

Publ. Date: Jan 72 Note: 21p.

Available from: Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Building, Kilmer Campus, New Brunswick, New Jersey 08903 ($.50)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The purpose of this project report is to present a conceptual curriculum design for the development of programs that will increase effectiveness in providing meaningful, relevant educational programs for the disadvantaged. In order for learning to take place, educational programs for the disadvantaged should focus initially on personality enhancement. Cooperative education programs enhance personality development by allowing students to achieve an adequate self-concept and identification and aiding in the developmental tasks of growth. Two approaches are suggested for initiating disadvantaged youth into cooperative programs at Grade 9. One conceptual scheme is offered for school systems which incorporate a program of career exploration in the elementary years (K-8), thus allowing disadvantaged students to smoothly flow into a distributive program at Grade 9. The other conceptual scheme is designed for the traditional school setting but recommends as a possible dropout prevention measure that entrance into distributive programs be initiated at Grade 9 instead of Grade 11. This report includes a discussion of the two approaches along with a definition of special needs students, characteristics and specific educational needs of the disadvantaged, and qualities of exemplary programs. (SB)

ED064475 VT015437

The Secondary School Project for an Introduction to the Allied Health Professions.

Majchrzak, Shirley, and others

California Univ., Los Angeles. Div. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: CVTE-000002

Grant No.: OEG-8-0627

Publ. Date: Oct 70 Note: 26p.; PAES Collection

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

In the 1968 Manpower Report, the serious shortage of manpower in the health occupations field was pointed out. The goal of this project is to develop a curriculum package which can be used in preparing high school students for employment or continuing education in the health care occupations. The 3-year program will enroll 100 secondary-level students each year in a program involving the cooperation of four hospital-school-community college complexes. Field trips, orientation to the hospital environment, and clinical training and job experience facilities will be provided by the hospitals. The curriculum includes four modules: (1) Introduction, (2) The individual and the environment, (3) Meeting the needs of the patient through the health care system, and (4) The hospital community. The evaluation includes monitoring the project's direction with the major focus on the student's performance. (GEB)

ED062513 VT014803

Review and Analysis of Instructional Materials for Cooperative Vocational Education.

Wallace, Harold R.

The Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: Inf-Ser-60

Publ. Date: 72 Note: 30p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Three learning situations found in the cooperative program, namely vocational or technical course work, training stations, and the related class, are described and pertinent curriculum materials are reviewed. In addition to content, the reviewer examines quality and usefulness, validity, enrichment materials and instructional aids, and student involvement and participation, according to criteria which he sets forth in the document. Seven documents designed for a variety of occupational areas, five documents designed for use in a single occupational or vocational field, and 12 periodicals are reviewed. (GEB)

ED061422 VT014764

Levels and Similarities of Instruction in Selected Content Areas of Vocational Education.

Lee, Jasper S.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Report No.: Rep-8000-Res-Ser-1

Publ. Date: Jun 71 Note: 79p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

To aid in the successful interdisciplinary team planning of vocational education, this study sought to determine: (1) which of certain selected skills in agricultural, distributive, home economics, office, and trade and industrial occupations are being taught at the secondary level, and (2) the similarities in selected instructional content in the various vocational education courses in the secondary schools of Mississippi. Data pertaining to the skills taught were obtained from 278 high school vocational education teachers. Analysis of the data revealed little similarity of instruction among the vocational education areas for the skills studied. However, 15 of the skills were taught at similar levels by teachers of two, three, or four of the vocational areas. The study further notes that the small number of similarities of instruction tended to support the establishment of comprehensive vocational education programs in local attendance center. (JS)

ED060388 AA000981

Tatwir al-ta'lim al-zira'i fi al-jumhuriyah al-'arabiyah al-muttahidah (Development of Agricultural Education in the UAR).

Ministry of Education, Cairo (United Arab Republic).

Report No.: CEAS-17-67-E

Publ. Date: Sep 68 Note: 2p.

Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)

Document not available from EDRS.

This document is an English language abstract (approximately 1,500 words) of a publication concerned with the recent developments in agricultural education resulting from the application of socialists principles in the UAR. The preface discusses the present conditions of vocational education and the essential role it can play in the development of the country. It also presents the efforts of the Ministry of Education to further develop this type of education. This is followed by an outline of the history of agricultural education since the first school of agriculture was established in 1829. The document proceeds to deal with the developments that took place after the revolution of July 23, 1952 and the major changes introduced in agricultural education. The structure of agricultural education was organized according to a law passed in 1956 and its subsequent amendments. A portion of the agriculture curriculum includes cultural subjects such as Arabic, religion, foreign languages, social studies, physics, and military training. The students received a certain amount of practical experience as well as theory. The requirements of the community considered in planning the curriculum. (Author/DGB)

ED060317 AA000910

Koki-chuto Kyoiku no kakuju-kyoka ni tsuite (On the Expansion and Adjustment of the Senior Stage of Secondary Education).

Ministry of Education, Tokyo (Japan).

Report No.: CEAS-68-1-E

Publ. Date: Mar 69 Note: 4p.

Available from: Available in CEAS Abstract Series No 1-4 (ED 060 227)

Document not available from EDRS.

This document is an English language abstract (approximately 1,500 words) of a report on secondary education by the Japanese Central Advisory Council on Education. In the light of global educational trends, the Council was unanimous in its opinion that Japanese secondary education needed reform. The fundamental problems in Japan are

these: (1) there is an overemphasis in Japan on formal education, and (2) there is too much prejudice in favor of certain white collar occupations, intellectual ability is overvalued, and technical skill is undervalued. These shortcomings have resulted in educational uniformity to the detriment of free development of individual aptitudes and abilities. Better methods of vocational guidance should be developed in the senior stage. Combining junior and senior high schools should be considered along with more flexible curricula. Better methods are needed for student selection. The necessity for providing senior high school for all was also recognized by the Council. The senior year should be made compulsory. The curriculum should be diversified to meet the demands for new specializations and manpower needs. (Author/GDB)

ED059618 24 EM009638

Experimentation with Computer-Assisted Instruction in Vocational-Technical Education, 1965-1970. Final Report.

Mitzel, Harold E.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.

Bureau No.: BR-5-0035

Publ. Date: Feb 71 Note: 228p.

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

A computer-assisted instruction (CAI) project focused primarily on curriculum development in three technical areas: science, mathematics, and communication skills. The project also sought: (1) to develop specific course material and methods of presentation; (2) to provide explanations of various techniques and strategies for dealing with course development, with emphasis on the education of vocational education teachers; (3) to evaluate and articulate the combination of CAI with other educational strategies; and (4) by means of careful experimentation, to determine optimum formats for vocational-technical material taught with computer assistance. The four-year project used first an IBM 1410 computer and then an IBM 1500; programs were in the COURSEWRITER language. In this report the curriculum material in mathematics, spelling, engineering science, testing, and occupational guidance are presented in some detail, along with the systems programs for display and coding, research studies into educational strategies and equipment evaluation, and the flowcharts developed by the project. The dissemination activities of the project are summarized. (JY)

ED058453 VT014584

Statewide Invitational Conference on Curriculum Development in Vocational-Technical Education (Chapel Hill, Tennessee, March 1-3, 1971).

Tennessee State Board for Vocational Education, Murfreesboro. Vocational Curriculum Lab.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Report No.: Inf-Ser-4

Publ. Date: Mar 71 Note: 76p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Over 50 educational leaders representing academic and vocational-technical interests met for a 3-day conference to identify curriculum needs and techniques used in curriculum development and to suggest curriculum priorities and coordinated projected plans to attain recommended goals. Conference objectives were accomplished through small group discussions and these major presentations: (1) "Techniques in Curriculum Development" by H. Bruce, (2) "The Development of a Statewide Curriculum in Office Occupations" by L. Robinson, (3) "The Curriculum Coordinating Unit for Vocational-Technical Education in Mississippi" by J.E. Wall, and (4) "A Suggested Curriculum Development Approach for Tennessee" by L. Bevins. Some priorities resulting from the conference were: (1) to establish performance criteria by job title in all service areas, (2) to establish a total career development program for vocational-technical education, (3) to define the role of participants in the curriculum development process, and (4) to develop a curriculum by service area which lends itself to a system of flexible scheduling. Conference-related materials and texts of the major presentations are appended. (SB)

ED057274 AA000767

Curriculum Materials for "Technical Education." Annotated Listing of Materials Available from Public Education Agencies.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(T)

Publ. Date: 71 Note: 21p.

Available from: Requests for materials should be sent to the appropriate state source

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This annotated listing of curriculum materials for technical education provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Engineering Related Technology (Chemical Technology; Civil Technology; Roadway Technology; Electronic Technology; Electromechanical Technology; Environmental Control Technology; Instrumentation Technology; Mechanical Technology; Engineering Related Technology; Other); and Miscellaneous Technical Education (Miscellaneous Technical Education, Other). Occupational resource materials that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instruction for ordering are given. (For related documents, see ED 057 268-273.) (DB)

ED057273 AA000766

Curriculum Materials for "Office Occupations." Annotated Listing of Materials Available from Public Education Agencies.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(O)

Publ. Date: 71 Note: 28p.

Available from: Requests for materials should be sent to the appropriate state source

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This annotated listing of curriculum materials for Office Occupations provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Accounting and Computing Occupations (Bookkeeping); Business Data Processing Systems Occupations (Key Punch and Coding Equipment Operators; Business Data Processing Systems Occupations; Other); Filing, Office Machines, and General Office Clerical Occupations (File Clerks; General Office Clerks; Filing, Office Machines and General Office Clerical Occupations, Other); Stenographic, Secretarial, and Related Occupations (Stenographers; Stenographic, Secretarial, and Related Occupations, Other); Supervisory and Administrative Management Occupations (Budget Management Analysts); Typing and Related Occupations (Typists; Typing and Related Occupations, Other); and Office Occupations, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instructions for ordering are given. (For related documents, see ED 057 268-272, 274.) (DB)

ED057271 AA000764

Curriculum Materials for "Health Occupations Education." Annotated Listing of Materials Available from Public Education Agencies

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(H)

Publ. Date: 71 Note: 22p.

Available from: Requests for materials should be sent to appropriate state source

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This annotated listing of curriculum materials for Health Occupations Education provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Dental; Medical Laboratory Technology; Nursing; Rehabilitation; Radiologic; Miscellaneous Health Occupations Education; and Health Occupations Education, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instructions for ordering are given. (For related documents, see ED 057 268-270 and ED 057 272-274.) (DB)

ED057270 AA000763

Curriculum Materials for "Distributive Education." Annotated Listing of Materials Available from Public Education Agencies.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(D)

Publ. Date: 71 Note: 65p.

Available from: Requests for materials should be sent to the appropriate state source

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

This annotated listing of curriculum materials for Distributive Education provides planners, administrators, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education. The curriculum materials in this listing concern the following subject areas: Advertising Services; Apparel and Accessorites; Automotive; Finance and Credit; Floristry; Food Distribution; Food Services; General Merchandise; Hardware, Building Materials, Farm and Garden Supplies and Equipment; Industrial Marketing; Petroleum; Recreation and Tourism; Retail Trade, Other; Wholesale Trade, Other; and Distributive Education, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instructions for ordering are given. (For related documents, see ED 057 268, 269 and ED 057 271-274.) (DB)

ED057269 AA000762

Curriculum Materials for "Agriculture." Annotated Listing of Materials Available from Public Education Agencies.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(A)

Publ. Date: 71 Note: 77p.

Available from: Requests for materials should be sent to the appropriate state source

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

This annotated listing of curriculum materials for Agriculture provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Agricultural Production; Agricultural Supplies/Services; Agricultural Mechanics; Agricultural Products; Ornamental Horticulture; Agricultural Resources; and Agriculture, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instructions for ordering are given. (For related documents, see ED 057 268, 270-274.)

ED057268 AA000761

Curriculum Materials for "Trade and Industrial Occupations." Annotated Listing of Materials Available from Public Education Agencies.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: BAVTE-71-(TI)
Publ. Date: 71 Note: 113p.
Available from: Requests for materials should be sent to the appropriate state source
EDRS Price MF-$0.76 HC-$5.70 Plus Postage

This annotated listing of curriculum materials for Trade and Industrial Occupations provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various states. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Air Conditioning; Appliance Repair; Automotive Services; Aviation Occupations; Business Machine Maintenance; Commercial Art Occupations; Commercial Photography Occupations; Construction and Maintenance Trades; Custodial Services; Diesel Mechanic; Drafting; Electrical Occupations; Electronics Occupations; Fabric Maintenance Services; Foremanship, Supervision, and Management Development; Graphic Arts Occupations; Maritime Occupations; Metalworking; Metallurgy; Personal Services; Public Service Occupations; Quantity Food Occupations; Small Engine Repair, Internal Combustion; Stationary Energy Sources Occupations; Textile Production and Fabrication; Upholstering; Woodworking Occupations; and Trade and Industrial Occupations, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. Instructions for ordering are given. (For related documents, see ED 057 269-274.) (DB)

ED056226 VT014198

An Investigation of the Effectiveness of a Design to Initiate Curriculum Change in Home Economics Follow-Up: Phase II. Final Report.

Kievit, Mary Bach

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Occupational Research and Development Branch.

Report No.: Occup-Res-Devel-Monog-10
Publ. Date: May 71 Note: 140p.
EDRS Price MF-$0.76 HC-$6.97 Plus Postage

A 15-month followup study was made of an experimental group of 79 home economics teachers who attended workshops encouraging adoption of wage-earning emphases in comprehensive high schools and a control group of 79 teachers to determine: (1) the extent and nature of curriculum change, (2) the extent to which curriculum change would have occurred without the workshops, (3) characteristics of teachers who did and did not modify curriculum, and (4) differences between teachers who did and did not adopt wage-earning emphases. Data from 129 teachers revealed that the frequency of change reported by the experimental group exceeded the control group from 7 to 17 percent, and the integration of units into existing courses was the most frequently reported type of wage-earning emphasis incorporated. Findings also indicated that teachers most likely to adopt the innovation of wage-earning emphases (1) are mature professionals between 40 and 50 years of age, (2) have stability in their teaching position, (3) report favorable family attitudes toward their working, (4) perceive themselves as highly effective teachers, (5) report participation in professional organizations, and (6) have more highly positive attitudes toward vocational education. Phase I of this project is available as ED 049 358. (SB)

ED056175 VT013783

An Analysis of Selected Curriculum Attributes with Recommendations for Curriculum Development in Vocational and Technical Education in Ethiopia.

Abdullahi, Bakri

Publ. Date: Aug 71 Note: 230p.; Ph.D. Dissertation, Missouri University

Available from: University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF-$4.00; Xerography-$10.00)

Document not available from EDRS.

The purposes of this study were: (1) to ascertain the relative importance of selected attributes of curriculum development in vocational and technical education in Ethiopia, (2) to ascertain the extent of agreement in opinions among selected specialists in the United States, vocational-technical teachers and secondary school principals in Ethiopia regarding the relative importance of selected attributes, (3) to ascertain the extent of agreement in opinion between the specialists and the participating groups of teachers and principals in ranking the attributes, and (4) to propose a procedure for developing a relevant curriculums in vocational and technical education in Ethiopia. Using Ralph W. Tyler's rationale for curriculum development, a questionnaire was prepared using selected attributes organized under 16 blocks relating to (1) objectives, (2) subject matter content, (3) learning experiences, and (4) evaluation with respect to vocational and technical education in Ethiopia. The seven items under each of the blocks were then ranked in order of importance by the participating individuals. Based on analysis of the data, a 14-step procedure for developing relevant curriculums in vocational and technical education in secondary schools of Ethiopia was recommended. (Author)

ED054378 VT013816

The Cluster Concept Program as an Approach to Vocational Education at the Secondary School Level.

Maley, Donald

Maryland Univ., College Park. Dept. of Industrial Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Publ. Date: May 69 Note: 41p.; Presentation at the Recent Innovations in Curriculum Design and Instructional Materials Conference (Rutgers, May 1969)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This paper is a discussion of a 4-year research and development project dealing with the cluster concept approach to vocational education. The concept is a form of vocational education that prepares the individual to enter into gainful employment in a number of occupations which have sufficient commonalities in human requirements and kinds of work to permit a high degree of mobility within the cluster. Its principal mission was to provide job entry skills and second level skills in a series of related areas. This movement was prompted by the increasing mobility of people, the need for mobility within an industry, the need to adopt to technological changes, and the problem of selecting one's life work. The first phase of the project was devoted to a number of important probes and developments, the second phase to teacher education and the preparation of curriculum materials, the third to implementation and further development through field testing and evaluation at the secondary level, and the fourth to implementation and development through testing and evaluation including placement and followup of subjects. (Author/GEB)

ED053337 08 VT013804

Animal Science Technology. An Experimental Developmental Program. Volume I, Report of the Developmental Program.

Brant, Herman G.; and others

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Bureau No.: BR-5-0071

Contract No.: OEC-5-85-076

Note: 432p.

EDRS Price MF-$0.76 HC-$22.21 Plus Postage

In 1961, administrative personnel at Delhi College in New York observed that formal training programs for animal science technicians were virtually nonexistant. Response to this apparent need resulted in the initiation of perhaps the first 2-year Animal Science Technology Program in the nation. This two-volume report is the result of an extensive evaluation of the program's development and content. Major sections of this volume are: (1) Introduction, (2) Development of the Animal Science Technology Program at Delhi, (3) Facilities, Equipment and Special Instructional Materials, (4) The Curriculum, (5) Economic-Cost Considerations, (6) Importance of the Study, and (7) Summary,

Conclusions, Implications and Recommendations. Included in the appendixes are sample evaluation instruments and statistical data on the followup study. A major finding of the report is that both employers and employees reflected favorably upon the skills and abilities gained in the primary areas of training. Volume II of this report, which contains the curriculum course outlines, is available as VT 013 805. (Author/JS)

ED052359 VT013484

A Working Curriculum Paper on Technology and the World of Work and Careers.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.

Publ. Date: 70 Note: 20p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work," and "self." At first, the child will study jobs that are thing-centered or people-centered, then jobs that are product-centered or service-centered. In other words, he will classify jobs according to this continuum. During 3 years the student can study within the major subdivisions of technology, which are communications, construction, manufacturing and service. Also, he will have the opportunity to work within a small student-directed company so that he may apply his knowledge. (Author/GEB)

ED051376 VT012749

CPM (Critical Path Method) as a Curriculum Tool.

Mongerson, M. Duane

State Univ. of New York, Buffalo. Coll. at Buffalo.

Publ. Date: Feb 71 Note: 12p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This document discusses and illustrates the use of the Critical Path Method (CPM) as a tool for developing curriculum. In so doing a brief review of the evolution of CPM as a management tool developed by E. I. duPont de Nemours Company is presented. It is also noted that CPM is only a method of sequencing learning activities and not an end unto itself. (JS)

ED050226 VT006122

A Comparison of Two Methods of Preparing Youth for Employment: Cooperative Occupational Education Versus the Preparatory Vocational-Technical School.

Sanders, Lester E.

Missouri State Dept. of Education, Jefferson City.; Missouri Univ., Columbia. Coll. of Education.

Publ. Date: 67 Note: 26p.; Summary of Ed.D. Dissertation, Missouri Univ., 1967

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

To analyze and compare the cooperative occupational education and vocational-technical school programs and graduates in the Springfield, Missouri, public schools, information forms were sent to: (1) 268 graduates of the cooperative occupational education programs and 417 graduates of the vocational-technical school for the years 1961-1965, (2) their parents, and (3) present and past employers. Some conclusions were: (1) Vocational-technical programs seemed to have greater impact in maintaining student interest and improving attitudes towards school, (2) Cooperative education graduates emphasized the development of desirable personal-social characteristics and vocational-technical graduates emphasized job skills and related knowledge, (3) Transition from school to full-time employment is made more quickly and easily through cooperative education programs, (4) A majority of vocational-technical graduates took advantage of unsupervised work experience programs while in high school, (5) After a period of adjustment, the vocational-technical graduates tended to return to the occupation for which they were trained in greater numbers, and (6) Cooperative education graduates tended to demonstrate more desirable personality traits, work habits, and a higher degree of occupational competency. (DM)

ED048492 08 VT012811

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Project ABLE, Final Report.

Ullery, J. William; Nicastro, Joseph S.

American Institutes for Research, Pittsburgh, Pa.; Quincy Public Schools, Mass.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.: BR-5-0009

Contract No.: OEC-5-85-019

Publ. Date: 30 Sep 70 Note: 163p.

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

Project ABLE, a systems approach to occupational education, was conducted (1) to demonstrate increased effectiveness of instruction whose content is derived from analysis of desired behaviors after graduation and (2) to apply newly developed educational technology to the design, conduct, and evaluation of vocational education. Several procedures were established to accomplish project objectives, including methods for defining educational objectives, deriving course content, individualizing instruction, measuring student achievement, and evaluating program results. Despite several problems, especially budgetary limitations, Project ABLE has made major contributions in terms of potential national significance and application in the areas of individualized instruction, student evaluation, and program evaluation. Before the effectiveness of the instruction can be demonstrated, all system components must be completed, a field test population of adequate size must be used, and a longitudinal study of an adequate number of graduates must be conducted. Recommendations and selected references are listed, and several project materials are appended, including brief summaries of the 18 previous technical reports. (SB)

ED047287 AC010143

Systematic Approaches for Identifying and Organizing Content for Training Programs.

Ammerman, Harry L.

Human Resources Research Organization, Alexandria, Va.

Report No.: PP-20-70

Publ. Date: Mar 70 Note: 18p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This paper concentrates on two aspects in the development of curriculums for technical training: the identification of curriculum content for specific courses of study; and the organization of such content in training programs. Seven steps in the HumRRO procedure for systematic curriculum engineering are identified: determining the performance required; deriving training objectives; basing training content on training objectives; selecting appropriate training methods; minimizing training interference with learning; monitoring the school-trained product; and modifying training as required. Procedures for identifying and sequencing curricular content and for generating curricular information have been discussed--a job model for use in creating listings of job tasks; functional context principles for content integration; and hierarchical structures of technical concepts (use of a word-associational technique for hierarchical grouping of technical concepts). The use of a word association technique in a military radar maintenance course revealed that more research was needed before this approach could become an operational tool of curriculum designers. (PT)

ED042903 08 VT011469

Labor Markets, Incentives and Occupational Education. Center Research Monograph No. 3.

Fearn, Robert M.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-0348

Grant No.: OEG-2-7-070348-2698

Publ. Date: 69 Note: 114p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Although the major factors determining curriculum mix are known, little has been done to measure the relative importance of each factor. Using the data gathered by questionnaire from North Carolina community colleges and technical institutes, this study tested the hypotheses that local labor market structures influence curricular offerings, and that budgetary allocation procedures within the educational system create internal monetary incentives which affect curricular offerings. Least squares regression analysis indicated that curricular offerings were positively related to absolute size of the "using" industry but negatively related to its relative size. Data received from the North Carolina Department of Community Colleges confirmed the second hypothesis, that curriculum mix is affected by the local administrators' budgetary allocations. This can result in a drift in curriculum away from optimality toward a position more "profitable" to the local administrator in terms of budgetary considerations. (BH)

ED042051 VT011584

Child Care and Guidance; A Suggested Post High School Curriculum.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Report No.: OE-87021-A

Publ. Date: Jun 70 Note: 55p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87021-A, $0.55)

EDRS Price MF-$0.76 HC not available from EDRS. Plus Postage

This post-high school curriculum guide was prepared to assist junior and community colleges, vocational schools, and area schools in initiating programs in child care and guidance. The guide will be helpful in planning both 1- and 2-year programs aimed at recent high school graduates and young adults. Graduates of these child care programs will be ready to work in day care centers, nursery schools, kindergartens, and child development centers. A glossary, a bibliography of books and films, suggested course outlines, and a list of needed equipment accompany the many sections which include (1) program objectives, (2) advisory committee, (3) staff needs, (4) student recruitment, (5) curriculum, (6) evaluation of student progress, (7) establishing a laboratory nursery school, and (8) follow-up activities. An earlier edition of this guide is available as ED 017 715. (JS)

ED042045 08 VT011559

Experimental and Developmental Study of a Four Year Comprehensive Vocational Education Program. Final Report.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-5-0115

Grant No.: OEG-0-9-685005-0768 (085)

Publ. Date: Jun 70 Note: 179p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

To provide a personalized curriculum and to test certain hypotheses concerning vocational students, the Hudson School System has been operating an experimental vocational education project. This 4-year project has now been absorbed into the regular school program and has been extended to a cooperative vocational education program with neighboring schools. Questionnaire data indicate much progress was made in achieving stated objectives although the inter-group relationships and status of the vocational students did not show the desired improvements. The evaluation, however, did show a greater increase in self-concept among vocational girls than boys, and a generally more positive reaction to school from all vocational students in this highly college-oriented community. The great majority who took part in vocational training felt that it had prepared them well for work. Based on the findings of this study it is recommended that strong effort be made to provide programs which encourage enthusiasm for learning. (Author/JS)

ED042041 08 VT011536

The Implementation and Further Development of Experimental Cluster Concept Programs through Testing and Evaluation Including Placement and Follow-Up of Subjects. The Cluster Concept Project, Phase IV. Final Report.

Maley, Donald

Maryland Univ., College Park.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-7-0853
Grant No.: OEG-0-8-000853-1865 (085)
Publ. Date: Aug 69 Note: 382p.
EDRS Price MF-$0.76 HC-$19.67 Plus Postage

The Cluster Concept Program (CCP) for 11th and 12th grade vocational education, has completed its second year. The program is designed to prepare youth for entry level capability in a variety of related occupations rather than a specific occupation. A pretest/posttest research design, with control and experimental group design in construction cluster groups, metal fabrication cluster groups, and electromechanical cluster groups was used to obtain an estimate of the effectiveness of the programs. It was found that in some schools the programs did significantly change the student behaviors in the direction of the state objectives of the programs. Changes in cognitive abilities, broadened knowledge and job interests, flexibility of occupational choice and growth in the performance of skill tasks were observed. The appendixes contain measurement instruments and achievement tests used in program evaluation. Related course outlines and final reports are available as ED 010 301–ED 010 304, ED 016 841–ED 016 844 and ED 022 965. (GR)

ED041139 08 VT011347

Development of Performance Goals for a New Office and Business Education Learnings System (NOBELS). Final Project Report.

Lanham, Frank W.; and others
The Ohio State Univ., Columbus. The Center for Vocational Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0414
Grant No.: OEG-0-8-08414-3733 (083)
Publ. Date: Apr 70 Note: 349p.
EDRS Price MF-$0.76 HC-$17.13 Plus Postage

The ultimate objective of the New Office and Business Education Learnings System (NOBELS) is an office occupations curriculum congruent with the concepts in the organic curriculum theory. The final report of this phase of research has developed an inventory of 375 educational specifications in behavior terms that represent basic tasks performed by 16-24 year old office workers. Based on empiric data collected by interview from 1,232 office employees and their supervisors from four areas of the United States, the educational specifications were drawn from 4,548 basic tasks and 32,447 steps of task performance. Pointed toward the classroom practitioner and learner in public secondary and community college education, the inventory of goals will affect instruction for office preparation through media developers, state and local supervisors, curriculum committees, teacher educators in business and office education, and certain innovative schools. Additional outputs of NOBELS include (1) a Taxonomy of Office Activities (ED 021 140), (2) two correlative studies on Interaction Critical Incidents and Hardware Used in Office Task Performance, (3) a Talent Inventory, and (4) the NOBELS Verbs and Synonyms. The feasibility study for NOBELS is available as ED 023 894. (JS)

ED039324 VT010481

Curricula Leading to Degrees in Engineering Technology in the United States.
Engineers' Council for Professional Development, New York, N.Y.
Publ. Date: 68 Note: 12p.
Available from: Engineers Council for Professional Development, 345 East 47th Street, New York, New York 10028
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

In 1964, the Engineers' Council for Professional Development appointed a standing subcommittee to establish a basis for accrediting programs of technical institute type–now designated as engineering technology. Curricula

in the following educational institutions were considered: technical institutes (endowed or publicly supported), junior colleges, colleges of technology, divisions of colleges and universities, and proprietary schools (operated by individuals or corporations). Curricula were evaluated both qualitatively and quantitatively. Such factors as experience of faculty members, teacher-student ratio, records of graduates, curricula offered, graduation and admission requirements, physical facilities, and financial status were considered. A list in alphabetical order of the accredited curricula leading to degrees in engineering technology in the United States in 1968 is included in the text of the report. (BC)

ED037570 08 VT010603

The UCLA Allied Health Professions Projects: The Background, The Programs, The People.

California Univ., Los Angeles.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0627

Grant No.: OEG-0-8-080627-4672

Publ. Date: Jan 70 Note: 25p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The projects were funded to create curriculum and instructional materials for those allied health functions that can appropriately be taught in programs through the associate degree level, and to develop in-service and preservice programs for those health-related occupations in which on-the-job training plays a primary role. The staff, with the advice and guidance of a National Technical Advisory Committee and other expert consultants, determines for each occupation concerned: (1) identification of all possible tasks, (2) verification of tasks, (3) determination of the processes involved in performance and the knowledge and skills required for satisfactory performance of each task, (4) development of behavioral objectives (performance goals), (5) development of curriculum, including consideration of the career ladder concept, continuing education, and attainment of degree objectives and transferability of credits earned, (6) development of innovative instructional materials and instructor manuals in modular form, (7) teacher education and testing of materials, (8) evaluation of student performance in terms of behavioral objectives, (9) production of instructional materials, and (10) distribution of materials. An outline of facility support services and clinical occupations is included. (JK)

ED037535 VT009994

A Guide for the Development of Curriculum in Vocational and Technical Education.

California Univ., Los Angeles. Div. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Publ. Date: Jun 69 Note: 39p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This guide was the product of a national conference and regional seminars, and is intended to help state and local administrators, curriculum specialists, supervisors, and teachers in establishing and operating programs of curriculum development for programs of vocational and technical education. The guidelines, representing broad approaches to the many problems of curriculum development, are to be used as a basis for reflective thinking. Included are: (1) Concepts and Assumptions, (2) Curriculum Development, Dissemination, and Coordination, (3) Standards for Curriculum Development, (4) Special Sources of Curriculum Materials, (5) Evaluation of Curriculum and Curriculum Materials, (6) Professional Development of Personnel in Curriculum Activities, and (7) National Implications. A bibliography, a list of governmental agencies with potential resources for vocational and technical education, and supported steps in curriculum development, modification and improvement are appended. (GR)

ED035750 VT010147

Vocational-Technical Education: New Horizons; A Symposium Presented at the Meeting of the American Personnel and Guidance Association (Las Vegas, Nevada, April 2, 1969).

Lecznar, W. B.; and others
Publ. Date: 2 Apr 69 Note: 77p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage

This symposium focused on curricular developments and trends, prediction models and inputs from psychological testing, a developmental counseling program within a 2-year technical institute, and their implications for vocational-technical education. Four papers were presented: (1) "Recent Developments and Trends in Vocational-Technical Education and Curriculum," by Edward J. Morrison, (2) "Testing for Vocational-Technical Training Programs," by Lonnie D. Valentine, Jr., (3) "Inputs to Vocational-Technical Education from Occupational Research," by Raymond E. Christal, and (4) "What Can Happen When There Are Enough Counselors: One Approach to a Two-Year Technical Institute," by Francis D. Harding. W. Wesley Tennyson presented a summary statement and integration of the implications for counseling practice and counselor education. (CH)

ED035746 VT010138

Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education. Research Series No. 46.
Larson, Milton E.
The Ohio State Univ., Columbus. The Center for Vocational Education.
Publ. Date: Oct 69 Note: 82p.
Available from: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.76 HC-$4.43 Plus Postage

This "state of the art" paper is intended to provide researchers, curriculum development specialists, and practitioners with an authoritative analysis of the literature in the field. Major sections include: (1) Background and Structure, (2) Resource Materials, (3) Sources of Content Information for Analysis, (4) Types and Techniques of Analysis, (5) Translating Content into Courses of Study, (6) Building Curriculum from Analysis, (7) Systems Approach to Building Vocational Curriculum, and (8) Trends and New Directions. It was concluded that more serious considerations must be given to: (1) increasing the use of analysis as the foundation for vocational curriculums, (2) codifying and defining terms used, (3) developing common understandings of effective processes of analysis, and (4) accepting procedures found to be functional by other vocational services. A suggested approach to providing validated vocational curriculums would be the establishment of a center(s) for the unique purpose of curriculum building. Such a center would need: (1) a competent staff with command of the total process of analysis and curriculum building, (2) hardware, including computers and software, and (3) effective dissemination methods. (JK)

ED034877 24 VT009931

Health Occupations Curriculum Development: In Search of a More Powerful Curriculum.
Colgam, Francis E.; and others
Rocky Mountain Educational Lab., Inc., Greeley, Colo.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2828
Contract No.: OEC-4-7-62828-30-63
Publ. Date: Aug 69 Note: 70p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The Rocky Mountain Educational Laboratory (RMEL) Health Occupations Curriculum project was initially structured to provide broad exploratory activities for the total student body, an elective course, orientation to employment, and work entry experience in the 11th and 12th grades. It was expected that the project would provide a prototype for rural school systems which would be transferable to the urban setting and to other occupational clusters. This paper deals only with the activities and experiences associated with the 11th grade health occupations curriculum development, in the hope that other educational agencies might reduce their planning effort through utilization of the RMEL experience. The appendix includes a sample questionnaire consisting of performance elements to be checked in terms of importance and the setting appropriate for teaching of the element by 11th grade teachers, the health occupations teacher-coordinator, health services—administrators, supervisors, and job incumbents. (JK)

ED033242 08 VT009584

National Institutes on Innovative Curriculums in Vocational-Technical Education. Final Report. Vocational-Industrial Education Research Report.

Nelson, Hilding E.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0372

Grant No.: OEG-0-8-08372-355-085

Publ. Date: Aug 69 Note: 295p.

EDRS Price MF-$0.76 HC-$14.59 Plus Postage

This document reports on two institutes designed to communicate new concepts and procedures in vocational-technical education curriculum development to potential change agents in the various states. Formal presentations by 12 consultants and task force activities concerned innovationl identification and prognoses for change, planning strategies for curriculum innovation, climates for innovation and change, implementing and expanding innovation, and cost-benefits and evaluation criteria. Institute evaluation is discussed in detail. Institute participants represented 33 states. Complete texts of formal presentations are appended. (CH)

ED032638 08 EA002529

A Study of Curriculums for Occupational Preparation and Education. (Scope Program: Phase I). Progress Report 3.

Tuckman, Bruce W.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0334

Grant No.: OEG-0-8-080334-3736-085

Publ. Date: Apr 69 Note: 30p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The major objective of the Study of Curriculums for Occupational Preparation and Education (SCOPE) is to coordinate and contribute to national curriculum development at the secondary school level. SCOPE programs attempt to increase the relevance of high school education for the majority of students who must seek employment or further job training upon graduation. This progress report outlines recent accomplishments toward the initial phase project goals which include: (1) Establishing communication among the state-supported vocational curriculum development centers; and (2) developing a model for classifying educational objectives in terms of performance requirements and objectives rather than subject matter. The classification task required specification of behavioral objectives within the cognitive, affective, perceptual, and psychomotor domains. The appendix includes: (1) Definitions of classification model categories; (2) sample student performance for classification model categories; and (3) questions which will be used in the future SCOPE study on the effects of ability grouping in the public schools. Related documents are ED 027 438 and EA 002 491. (JH)

ED032503 AC005450

Television for Higher Technical Education of the Employed; A First Report on a Pilot Project in Poland. Reports and Papers in Mass Communication, 55.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Publ. Date: 69 Note: 49p.

Available from: United Nations Educational, Scientific, and Cultural Organization, Place de Fontenoy, Paris 7-e, France (COM/MC/68.17, $1.25)

Document not available from EDRS.

Undertaken on a national scale in Poland, this 1966 pilot project provided lectures by television for those who, because of employment or location, could not attend intramural courses in higher technical education. The television

lectures embraced subjects from the first two years of extramural technical studies together with aspects of general interest. Questionnaire surveys conducted during the preparatory pilot course centered on personal and socioeconomic characteristics of participants, reasons for pursuing external degree courses, student problems, students' opinions on the instructional value of the lectures, and the influence of the lectures on success in the entrance examination. A follow-up poll was taken six months after completion of the course. Benefits of the course were tentatively assessed, along with limitations of the study. (The document includes 44 tables.) (LY)

ED032435 VT009503

A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education. Final Report of Research Project, Vol. V.

Crawford, Lucy C.

Virginia Polytechnic Inst., Blacksburg.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Grant No.: OEG-6-85-044

Publ. Date: Jun 69 Note: 250p.

EDRS Price MF-$0.76 HC-$12.05 Plus Postage

This study involved all distributive education state supervisory and teacher education personnel in the United States, 48 distributive education teacher coordinators, and 400 distributive workers at entry, supervisory, and management levels. This document, Volume V, is the final volume in the report of the project, and includes final reports of Phases II and III of the study. The critical tasks, competencies needed to perform the tasks, and a cross-tabulation of competencies needed by workers are presented for selected categories of department and variety stores in Volume II (VT 005 974), food stores, service stations, and wholesaling in Volume III (VT 005 975), and hotel-motel and restaurants in Volume IV (VT 005 976). Volume I (VT 005 973) includes a philosophy of distributive education, the critical tasks of high school distributive education teacher coordinator, the professional competencies needed to perform the critical tasks, the technical competencies needed to develop identified competencies of selected distributive workers, and a cross tabulation of competencies needed by selected distributive workers. (CH)

STAFF DEVELOPMENT

ED116638 95 IR002878

Appalachian Teacher Center for Teachers in the Technologies. Annual Progress Report, 1975.

McCrory, David L.

West Virginia Univ., Morgantown. Appalachian Center.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 75 Note: 86p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

The Center for Teachers in the Technologies was designed to upgrade teacher competence in: (1) instructional strategies, (2) diagnostic skills, (3) background information, and (4) curriculum. Viewing itself as a service organ for teachers, the center responded to needs articulated by the educational community by designing and delivering brief, well-focused units on problem solving in the technologies. The center provides leadership, information, and instructional resources for the community in areas such as teaching the metric system, technological curriculum in the elementary school, aerospace education, etc. The objectives and accomplishments of the center are described in detail, and the appendixes concentrate on the in-service and instructional units that the center has developed. (EMH)

ED114479 CE005136

Methods in Teaching Basic Business Subjects: Third Edition.

Musselman, Vernon A.; Musselman, Donald Lee

Publ. Date: 75 Note: 293p.; Revised edition of ED 094 247

Available from: The Interstate Printers and Publishers, Inc., 19-27 N. Jackson Street, Danville, Illinois 61832 ($4.95)

Document Not Available from EDRS

The textbook is intended for use in college methods classes in business education and is a practical how-to-do-it guide containing many examples, illustrations, and techniques adapted from actual classroom observations and experience providing variety, socialization, discussion, and problem solving in the classroom. The text is based on the premise that classroom procedures utilized in teaching the basic business subjects differ considerably from those employed in teaching the skill subjects. Chapters cover: basic business subjects, psychology of learning, student motivation, individual differences, dramatization and visualizing teaching, concept development and problem solving, teacher planning, evaluation of learning and teaching effectiveness, general teaching methods, and specific teaching techniques. Each chapter concludes with questions, activities, and projects. The final chapter on specific teaching techniques and suggestions (133 pages) provides ideas for teaching eight basic business topics (American business system; money and banking; economic risks and insurance; money management; being a good consumer; savings and investments; effective use of credit; government, business, and labor) including various instructional aids (guide sheets; attitude inventories; ideas for introducing unit topics; student activities; sources of supplementary materials; and transparency masters, posters, and bulletin boards). (Author/BP)

ED113501 95 CE005019

A Report on the Region V Conference on Competency Based Teacher Education.

Applegate, William K.; Weaver, Marita A.

Southern Illinois Univ., Carbondale. College of Education.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Publ. Date: May 75 Note: 110p.; Papers presented at the Region V Conference on Competency Based Teacher Education (Chicago, Illinois, March 11-13, 1975)

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

The conference report on competency based teacher education in Region V contains the full texts of 12 addresses by key conference participants: Personnel Development in Occupational Education in Illinois, Sherwood Dees; One State's (Illinois') Approach to Competency Based Teacher Education, William Reynolds; Planning for Personnel Development Within a State (Illinois), William K. Applegate; Vocational Educators and Competence Based Education, Joan R. McFadden; Pre-Service Occupational Program (POP), Franzie Loepp and Alan Johnson; Competency Based Industrial Teacher Education at University of Wisconsin—Stout, Neal Prichard; Competencies for Professional Education in Home Economics, Phyllis K. Lowe; Two-Year In-Service Teacher Preparation Program to Provide the Essential Professional Competencies Necessary for Teachers of Agriculture, Wayne E. Asche; A Competency-Based Program for Preparing Vocational Teachers, Fred S. Cook and Rita C. Richey; Performance/Competency Based Teaching Methods, Minnesota Style, Roland L. Peterson; Administration By Competency (ABC), Charles Edwards and Wes Habley; and A Cautionary Appraisal of CBTE, H. S. Broudy. The report also contains state task force reports, the Region V conference survey results and three appendixes (the conference program, the participant survey, and a list of the participants, presenters, and staff). (JR)

ED112100 95 CE004866

In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

Gray, Kenney E., Ed.; Petrie, William J., Ed.

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Publ. Date: Jan 75 Note: 158p.; Papers presented at the National Vocational Education Personnel Development Seminar (8th, Madison, Wisconsin, October 28-31, 1974)

Available from: Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

The report of the seminar on in-service vocational education personnel development contains the transcripts of 14 speeches and the reports of six discussion groups. The papers are organized under four main headings: the context of in-service education, which contains three papers on in-service education philosophy, requirements, and responsibility; industry, business, and education cooperation, which contains three papers on in-service personnel development programs and patterns in Texas, Oklahoma, and New York State; competency/performance based personnel development, which contains five papers on performance based teacher education programs for the general needs of vocational teachers and for the specific needs of agriculture teachers, and certification standards and needs; and models, strategies, and change, which contains three papers on an evaluation model, strategies of personnel development of vocational education in Canada, and change in the schools. The six discussion group topics are: principles and strategies of in-service personnel development; needs identification and program evaluation; supervising teachers; recertification and competency based standards; trends, issues, and problems in in-service teacher education; and career development for professional personnel. The seminar program and seminar staff are included. (JR)

ED112061 CE004823

IMPACT: Instructional Management Program to Advance Curriculum Training in Vocational/Career Education: Final Report.

Peterson, Marla

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Sponsoring Agency: Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Publ. Date: 25 Aug 75 Note: 140p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

The report describes IMPACT (Instructional Management Program to Advance Curriculum Training), a program designed to provide graduate students in vocational and career education with curriculum development and revision skills. The first of seven chapters of the report describes the project with respect to the need for curriculum specialists, some beliefs about the training of curriculum development specialists, competencies needed by curriculum specialists, and teaching-learning strategies for achieving curriculum competencies. Chapter 2, program of activity, lists program courses; provides a class meeting schedule and unit plans for administration and supervision of occupational education, evaluating and designing occupational and career education materials and programs, and in-service education and curriculum change; and includes a bibliography. Chapter 3 lists and describes the project participants. Chapter 4, resource persons, deals with guest lecturers, third party evaluators, and intern supervisors. Chapter 5, program materials, provides assignment sheets and other program forms; forms often encountered in curriculum development; suggestions for curriculum development in the affective, cognitive, and psychomotor domains; and guidelines for the equal treatment of the sexes. Chapter 6, evaluation data, covers evaluation of speakers, off-campus visitations, class projects, and interns. The final chapter contains recommendations for future programs to prepare curriculum specialists. (JR)

ED110755 CE004562

Professional Educational Competency Needs of Three Groups of Vocational Agriculture Teachers in Ohio. Summary Research 3.

Moore, Eddie A.; Bender, Ralph E.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Publ. Date: 75 Note: 23p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

To identify professional education competency needs for vocational agriculture teachers in Ohio, 555 secondary vocational agriculture teachers teaching in the state during 1973-74 were surveyed. The target population was stratified into three groups: (1) four-year college agricultural education majors, (2) four-year college technical agriculture majors, and (3) non-college graduates recruited from business and industry. The study sample included 79 college technical agriculture majors, 43 non-college graduates, and a random sample of 200 professionally prepared teachers. Data were collected through mail questionnaires from 83 percent of the vocational agriculture teachers, 75 percent of the technical agriculture majors, and personal interviews with non-college graduate teachers. Questions covered educational/occupational backgrounds of the respondents, teachers' perceptions of the importance of 256 professional education competencies, and teachers' percepts of their proficiency. The number of competencies most needed by the three groups of teachers varied considerably. In-service education needs for the 256 competency items indicated 23 items for professionally trained teachers, 99 items for technical agriculture majors, and 255 for non-college graduates. It was recommended that Ohio teacher educators/supervisors in agricultural education continue evaluation of competency needs of the three groups in up-dating pre-service and in-service teacher preparation programs. (EA)

ED110636 CE004420

Competencies Needed by Students in Agriculture and Natural Resources Education Prior to Student Teaching. Professional Series in Agricultural Education, No. 4.

Garner, Raymond A.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Sponsoring Agency: Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Publ. Date: Aug 74 Note: 32p.; For related document, see CE 004 421

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Recognizing the need for competency-based teacher education to become more closely coordinated with the field of experience of teachers, the study focuses on identifying professional competencies which majors in agriculture and natural resources education should have developed prior to student teaching. Based on interviews with four supervising teachers, a checklist of competencies was prepared and mailed to 27 vocational agriculture teachers (who had

served as supervising teachers) who were asked to rank the degrees of need for mastery of each competency. The analysis of the 20 respondents indicates a great or considerable need for student teachers to have developed several competencies prior to their field work. Ratings are presented in tabular form. Nine of the highly rated competencies (instructional planning, instructional materials and resources, conducting instruction, supervised occupational experience programs, working with FFA, evaluating instruction, counseling, maintaining community relations, and maintaining a professional role) are summarized. Recommendations stress coordination of the segments of teacher education programs and improvement of these programs. An appendix containing the checklist of competencies and accompanying letter conclude the report. (JB)

ED099690 CE003452

The Preparation of Teachers for Vocational Education. Project Baseline Supplemental Report.

Swanson, Gordon I.

Northern Arizona Univ., Flagstaff.

Sponsoring Agency: Technical Education Research Center, Washington, D.C.

Publ. Date: 30 Sep 74 Note: 34p.; For related Project Baseline documents, see CE 003 446-455 and ED 095 309 and 310

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

An overview of the issues, problems, successes, weaknesses, and implications of the process of preparing teachers for vocational education, the report contains discussions of the origin and evolution of teacher preparation, the professional development concept, nature of programs, management of teacher preparation, special problems, and future needs and opportunities. The data base for the report includes the two reports of Project Baseline, unpublished data, and supplementary data. A section on vocational teacher education tabulates and discusses the need for teachers in vocational education, as reflected by enrollment; the supply of teachers; the components of vocational teacher education; the performers of that education, and the quality. The management of teacher preparation is examined, and special problems are identified: the recurring problem of an inadequate data base, the competency question, the need for a realistic view of scale and balance, and the problem of training focus. Future needs and opportunities are couched within a framework of policy, program scope, and program credibility. (MW)

ED099651 CE002753

A National Status Study of Industrial Arts Teacher Education. Task Force Report.

Chaplin, Jack W., Comp.

National Association of Industrial and Technical Teacher Educators, Columbia, Mo.

Publ. Date: 74 Note: 66p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The national study sampled 227 public and private colleges and universities which have programs of industrial teacher education. Usable returns were received from 176. Four-fifths of the document consists of a tabulated display of questionnaire responses. The opening section of the document briefly outlines the need for information, sources of data and procedure, the development of the instrument, and the conduct of the study. The instrument included eight questions on administration and budget, 24 on staff, load and assignments, 13 on degree patterns, two on relationship with other units, eight on departmental changes, five on facilities and equipment, seven on course offerings, and eight on services available. Up to 12 responses were possible for each question and the responses are displayed in table form showing gross totals, percentage of total response, rank order, and response statement. Some of the implications of the findings are discussed and a list of the institutions contacted is included. (NH)

ED094246 CE001779

Technical and Vocational Teacher Education and Training. Monographs on Education VIII.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Publ. Date: 73 Note: 238p.

Available from: United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France (Order No. 92-3-101097-2, $6.40)

EDRS Price MF-$0.76 HC Not Available from EDRS. Plus Postage

The publication provides information and analyzes certain problems in the education and training of technical and vocational teachers, and suggests various general guidelines for developing countries. The study reflects present trends and possible directions in these countries in two major areas: institutional structures and organization of programs and their content. Not intended as a descriptive reference work, the study takes a comparative approach within each topic considered, utilizing case studies of selected industrialized and developing countries selected by the quality of available documentation. A wide variety of programs, institutions, and curricula are examined; although no one system may be held up as a universal model, the survey provides ideas and models which may be adapted. Among conclusions drawn are these: (1) the present clear trend toward four years of post-secondary studies as a prerequisite for secondary teacher qualification is to be encouraged; (2) short pedagogical and in-service courses for those with technical qualifications can provide flexibility and variety in teacher qualification programs; (3) continuing education for teachers should be encouraged; and (4) efforts to raise the salaries and status of teachers must be made. (AJ)

ED092812 95 CE002235

Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments; Final Report. Volume II.

Valentine, Ivan E.; Larson, Milton E.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Grant No.: OEG-0-72-5183

Publ. Date: Jun 73 Note: 345p.; For related documents, see CE 001 403, CE 001 404, and CE 002 234

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

The volume consists of all of the major presentations at three institutes for curriculum personnel development held to serve participants from all parts of the nation. From one to four presentations are included for each of twelve topics: (1) Role of the Federal Government in curriculum development; (2) Overview of curriculum development and career education; (3) Curriculum design; (4) Curriculum objectives; (5) Programs for disadvantaged; (6) Issues and problems relative to accountability; (7) Bases for curriculum decisions; (8) Adoption of curriculum; (9) Curriculum validation; (10) Personnel development; (11) Curriculum research; (12) Plans and priorities for curriculum development. (For an abridged version of this volume, see CE 001 403.) (AJ)

ED092811 95 CE002234

Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments; Final Report. Volume I.

Valentine, Ivan E.; Larson, Milton E.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Grant No.: OEG-0-72-5183

Publ. Date: Jun 73 Note: 320p.; For related documents, see CE 001 403, CE 001 404, and CE 002 235

EDRS Price MF-$0.76 HC-$15.86 Plus Postage

Three 4-day training institutes were held in various cities with two objectives: (1) to update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building, and (2) to relate the curriculum building process to the implications of career education. Participants were exposed to a wide range of topics in presentations made by guest consultants. According to the assessment procedures employed during and at the completion of the institutes, the objectives were achieved. The 22-page report is supplemented by appendixes which offer detailed information on the planning and administration of the institutes. Typical materials include forms, letters, worksheets, memoranda, mailing lists and maps. Also appended is material related to each of the three

individual institutes, such as the program, listings of personnel and participants, information pertaining to group activities, a daily participant review, summaries of participants' comments, and supportive letters and forms. Another appendix summarizes the activities of five group sessions held for discussion of the topics and issues presented by the guest consultants. (AJ)

ED092586 TM003697

The Development and Try-Out of a System of Evaluating Programs of Vocational Teacher Education.

Hillison, John

Sponsoring Agency. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Publ. Date: Apr 74 Note: 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

In order to implement the major objective of the project—to develop an evaluation system for vocational teacher education programs—four components of a system were developed: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation. Product (graduate) evaluation was heavily emphasized. A total of 76 graduates were visited or surveyed by the project staff. Teachers visited were observed for interaction analysis, for affective classroom environment, and for nonclassroom activities. The teachers were also evaluated by their students, peers and supervisors. Results indicated neither peers nor supervisors were effective evaluators and that nonclassroom activities correlated negatively with teacher effectiveness. (Author)

ED089121 CE001183

Contemporary Ideas for Inclusion in In-Service Training.

Vogler, Daniel E.

Publ. Date: 3 Dec 73 Note: 6p.; Presented at the 1973 Convention of the American Vocational Association, Teacher Education Department (Atlanta, Georgia, December 3, 1973)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

An overview of contemporary ideas regarding in-service vocational-technical education is presented in brief outline. In-service education is defined (as a "planned, goal-directed change process") and guidelines for planning, organizing, and conducting in-service education, consistent with the definition, are given. Key points are reiterated and are illustrated in a model. Available information germane to the current status of vocational-technical in-service education is presented without comment; instead, the reader is asked to "ponder and probe the data for its true meaning." In conclusion, the author raises several contemporary questions regarding in-service education, asking about priorities, areas for change, identification of needs, financing, delivery, responsibility, evaluation, and the relationship between in-service education and a performance-based certificate program. (AJ)

ED089100 CE001155

Preparation of Vocational Teacher Educators for an Expanding Role of Vocational Education in the Total Educational System.

Miller, W. R.; Kazanas, H. C.

Publ. Date: 3 Dec 73 Note: 19p.; Paper presented at American Vocational Association National Convention (Atlanta, Ga., December 3, 1973)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This presentation examined the preparation of vocational teacher educators for the present and the future. Traditional preparation has been effective in providing students with highly specialized knowledge, but the greatest need of the present and future was seen as providing vocational teachers and vocational teacher educators who are responsive and sensitive to the needs of youth and adults of all elements of our society. Competencies identified by the authors for our constantly changing society were a broad knowledge of the foundations of vocational education, broad and thorough knowledge of professional education principles and practices, broad knowledge in the

supporting social sciences, broad understanding of research procedures and techniques and adequate background in an occupational field for a teacher educator's relevant application of educational principles. Features noted as essential to the vocational teacher educator program were comprehensiveness, integration, and coordination along with institutional commitment, a single administrative unit, experienced committed faculty, recruitment of graduate students with "new" concepts, a program of studies of both formal course work and activities (seminars, practicums, internships, and research), and an in-service program for vocational teacher educators. (EA)

ED087898 CE000989

Review and Synthesis of Research in Vocational Teacher Education.

Peterson, Roland L.

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: IS-101

Publ. Date: 73 Note: 51p.

Available from: Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.50)

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The document reviews research reports, journal articles, abstracts, and other publications that are primarily research efforts in vocational teacher education, with the hope that areas of weakness and potential for future research will be revealed. Three areas are focused upon: (1) competencies required of vocational teachers, including sources and recruitment; (2) teacher preparation programs for vocational teachers, including preservice and in-service programs and guidance for prospective teachers; and (3) evaluation of vocational teacher education programs. Each section includes a brief summary, conclusions and implications section and a final summary reemphasizes the key findings of the whole review. Nine crucial areas are identified which merit further attention from researchers interested in vocational teacher education. A fourteen-page bibliography completes the document. (SA)

ED087511 JC740076

Opinions of Community College Presidents and Deans of Occupational Education Concerning a Doctoral Program to Prepare Occupational Education Administrators. A Pilot Study.

Barlow, Melvin L.

California Univ., Los Angeles. Graduate School of Education

Publ. Date: Feb 74 Note: 60p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

A pilot study was conducted to determine the tasks performed by occupational education administrators in the community colleges and to obtain opinions from community college presidents and deans concerning the content of a doctoral program to prepare future occupational education administrators. Data were gathered through personal interviews at ten community colleges in the greater Los Angeles area. A survey instrument was developed for use in the interviews. Profiles of respondents and institutions are provided. Tasks performed by deans of occupational education were found to include public relations, work with advisory committees, curriculum development, budgeting, preparation of federal and state reports, program planning and class scheduling, writing proposals, supervision and evaluation of teachers/staff, hiring new staff, and addresses is also provided. Helpful hints for building an economics library and finance, human relations, personnel, school law, community college, curriculum development, and vocational education. Most respondents rated the following areas either desirable or essential: adult education, computers/programming, counseling, higher education, information systems, philosophy of education, psychology of education, research in education, sociology of education, and statistics. Opinions were also given concerning internship location, interns' duties, persons to whom interns should be responsible, and optimum length of internships. Degrees and credentials, teaching experience, industrial experience, course work, and personal qualities were given as considerations in hiring. (KM)

ED086815 CE000844

National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. Final Report.

Link Enterprises, Inc., Montgomery, Ala.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Publ. Date: 73 Note: 47p.; For related documents, see CE 000 845-847; Report of a series of workshops planned and conducted by the Area Manpower Institutes for the Development of Staff (AMIDS), a network of training centers sponsored by USOE

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. The project was unique in these aspects: it was a united, concerted teacher-training and development effort conducted on a national scale; it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students; it accomplished more than expected at less than anticipated cost; and, the training was conducted by personnel who were not faculty members of traditional teacher-training institutions. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, follow-up activities, and "spin-off" activities. (SC)

ED086296 JC740050

Research Training Workshops for Vocational Educators. Final Report.

California Community Colleges, Sacramento. Office of the Chancellor.

Publ. Date: 15 Jun 73 Note: 52p.; Project No. 45-70144-C053-73

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

A series of workshops were offered for vocational education administrators and researchers to train them in institutional research methods in a systems planning context. The basic purpose of the project was to provide an opportunity for vocational educators to become familiar with (1) research methodology; (2) to train vocational educators to utilize research services which now exist on their own campuses; and (3) to develop institutional research skills in personnel on campuses where such competency does not exist. The hypothesis of the workshop was: experiencing firsthand and applying the research concepts to planning and evaluation problems will increase the likelihood of vocational educators using such services on his own campus. (Author/DB)

ED085586 CE000783

A Study of the Methods and Procedures Used in Training Teachers of Agricultural Occupations.

Benton, Ralph A.

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Report No.: Pub-8

Publ. Date: Feb 73 Note: 32p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Agricultural education teacher educators are interested in and are making efforts to keep their training programs abreast of changing patterns and emphases in agricultural education. There is a real sense of interest and need among those people interviewed in this study for a better means of communication among teacher training institutions relative to what is being done to improve the training of vocational agriculture teachers. These are conclusions from a study whose aim was to determine what changes have taken place in recent years in the methods and requirements of training agricultural occupations teachers. The data desired was secured by means of a questionnaire which was used in a personal interview with the department chairman or some other member of the agricultural education staff, and by mailing the questionnaire to chairman of departments in other universities. (Data tables, and a 58 item list of practices reflecting changes and innovations in teacher education as reported through the questionnaires are included.) (KP)

ED085362 SP007531

An Innovative Approach to Teaching Professional Business Education Courses. The Integration of Professional Business Education Courses and Field Experiences.

Shippensburg State Coll., Pa.

Publ. Date: 73 Note: 90p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Recognizing the need to reinforce methods courses with realistic perceptions of the secondary classroom, the Business Education Department at Shippensburg State College implemented, in September 1972, an integrated methods block including field experiences. The program has three primary objectives. The first objective is to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students. The second objective is to provide for an integration of methods and measurement for business education students. After foundation skills courses, representative subject areas of the secondary business curriculum are presented and applications of this curriculum are then applied and interwoven, enabling the students to understand the comprehensive role of the classroom teacher. During this period, students participate in directed field experiences that enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom. The third objective of the program is to make the business methods students aware of the innovations and new programs designed for today's youth, the needs of a changing society, and the importance of self-evaluation. An added objective is that after seeing a videotape of actual classes recorded on the field trip, students and teachers in graduate classes will become motivated to employ innovative teaching/learning strategies of their own. (Document includes laboratory experiences manual.) (Author/JA)

ED073244 VT018587

A Review of Literature and Research on In-Service Training for Teachers with Emphasis on Vocational and Technical Teachers.

Ward, William G.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation.

Publ. Date: Nov 72 Note: 27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The purpose of this paper was to review recent literature and research on in-service training for vocational education teachers and to draw from that synthesis, elements influencing in-service training. Topics reviewed included: (1) Historical Overview, (2) Theoretical Framework, (3) Recent Programs, (4) Innovative Techniques, (5) Some Problems and Solutions, (6) Planning, and (7) Evaluation Systems. Some conclusions from the review were: (1) The entire process of in-service education is not routinized, (2) Teacher autonomy is a major issue in in-service training, (3) Educators are relying more on electronic equipment for in-service training, (4) Planning and evaluation systems are inadequate, and (5) The problems of who decides what should be taught still faces educators today. It was recommended that state-wide systems of planning and evaluation be developed and that the problem, who decides what should be taught, be investigated. (SB)

ED068688 VT017189

Training of Vocational Teachers.

International Labour Office, Geneva (Switzerland). International Vocational Training Information and Research Centre.

Report No.: CIRF-Monog-1

Publ. Date: 69 Note: 188p.

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

This document is a revised edition of a monograph which first appeared in 1964 on the training of vocational teachers in 12 countries of Western Europe. The revision has been undertaken because of the changes which many of these countries have introduced in their systems of vocational teacher recruitment and training. As previously,

the monograph outlines the current training patterns for vocational teachers in the 12 countries covered: Austria, Belgium, Denmark, France, Federal Republic of Germany, Ireland, Italy, Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. It also outlines some of their plans for the future and discusses teacher recruitment, educational trends, and conclusions of the 12-country survey. (Author/JS)

ED067509 08 VT016770

Model Curricula for Vocational and Technical Teacher Education: Report No. IV. A Foundation for Performance-Based Instruction. Final Report.

Cotrell, Calvin J.; And Others

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.: R&D-Ser-74 Bureau No.: BR-7-0158

Grant No.: OEG-3-7-000158-2037

Publ. Date: Aug 72 Note: 72p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

This report describes 390 performance requirements to be used as guidelines in the development of performance-based core curriculums for in-school laboratory teachers and cooperative secondary program teacher-coordinators in vocational and technical education. These performance requirements, synthesized from the performance element data identified and evaluated in the first two phases of the project, are grouped into 50 clusters in 10 categories. Sample performance-based educational objectives are provided as guides for vocational teacher educators to develop specific performance objectives to fit a particular situation. These objectives are similar to behavioral objectives but written on the general level. Each is based on one performance element and describes the activity to be performed by the teacher. Included in this report is a brief summary of the 4th national teacher education seminar, reflecting reactions of the participants to the performance requirements for teachers and their implications. Related documents are available as ED 059 354, ED 059 355, and ED 063 455. (MF)

ED066602 VT016497

A Study of Professional Education Competencies and Community College Administrators of Vocational Education.

Martin, Dariel Dee

Publ. Date: Jun 72 Note: 183p.; Ed.D. Dissertation, Oregon State University

Available from: University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27635 MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

The major purpose of this study was to identify common professional education competencies essential to adequate performance by administrators of vocational education at the community college level. Data were collected by means of a 98-item questionnaire which was designed so that deans and department chairmen could respond to the level of proficiency necessary for each competency in relation to their job and indicate the best methods (coursework, on-the-job training, or a combination of the two) for preparing leadership personnel to perform specific competencies. Usable returns from 143 of the 175 deans and department chairmen in 48 community colleges from four western states were analyzed by analysis of variance and factor analytic techniques and revealed these major findings: (1) Five clusters of competencies were identified and represent meaningful groups that can form the bases for developing curriculum to prepare administrators, and (2) A combination of formal course work and on-the-job training experience was the preferred method of administrator preparation. It was recommended that behavioral objectives and individualized instructional packages be developed from the competencies identified in the study. (SB)

ED065447 SP005466

Closer Links Between Teachers and Industry and Commerce.

Confederation of British Industry; Schools Council, London (England); Scottish Education Dept., Edinburgh.
Report No.: WP-7
Publ. Date: 66 Note: 31p.
Available from: Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 ($0.70 plus mailing)
Document Not Available from EDRS.

This report describes an experimental "introduction to industry" program and is intended to help the education service, industry, and commerce in planning further courses, by setting out a possible pattern for organization of such courses and describing the initial reactions to experimental programs. This program involved a three-week period during which teachers were assigned to an industrial or commercial firm to obtain a better understanding of employers' expectations of new workers and to improve the communication between school and employer. Part I describes the background and objectives of the program and its organization and administration, including sections on the programs in England and Wales, with subsections on the preparation of programs, preliminary briefing of teachers, visits by evaluators, mid-course meeting, visits to youth employment offices, reporting meetings, and reports by participating firms, and also the programs in Scotland, which are described in less detail. Part II summarizes reactions to the program, with sections on assessment, the responses of teachers, the responses of employers, and suggestions for the future. Appendixes include lists of participating local education authorities and firms, an example of the briefing note to teachers with the form detailing their assignment, points for consideration by teachers, and a suggested format for the teachers' report on their experience. (MBM)

ED064257 52 SP005802

National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas. Final Report.

Rogers, Charles H.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-9-0472
Grant No.: OEGW-0-9-430472-4133(725)
Publ. Date: Dec 71 Note: 273p.
EDRS Price MF-$0.76 HC-$13.32 Plus Postage

This project provides in-service training to vocational educators and related personnel in order to equip them with competencies required to develop and direct more adequate and relevant programs of vocational education for people in rural areas. The project provided in-service training for 452 participants from 49 states and the District of Columbia. More than 75 consultants were used in seven institutes, which produced 59 varied papers that are included in the final institute reports. Two background documents produced as part of the common training package (The Changing Educational Needs of Rural People and Guide to Innovation in Education) are appended. Of the 452 participants, 400 prepared plans for utilizing the institute output in their own programs upon returning home. A follow-up of participants indicated that 82 percent of those who responded were able to implement their plans. Numerous plans and recommendations were produced during the institutes which show great promise for improving the quantity and quality of vocational education in rural areas. Based on the immediate and follow-up evaluations of the seven institutes, it is concluded that all of them were at least partially successful in attaining the objectives of the multiple institute project. A 17-item bibliography and several appendixes are included. (Author/MJM)

ED063477 VT015438

Inservice Re-Training of Vocational Education Personnel to Amplify and Enhance Their Role in Working with Disadvantaged and Handicapped Learners. A Teacher Training Programs for Vocational Education Teachers and Supervisors. Final Report.

Dawson, James I.
Alabama A and M Univ., Normal; Auburn Univ., Ala.
Sponsoring Agency: Alabama State Dept. of Education, Montgomery. Home Economics Service; Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-70-1956(725)
Publ. Date: Jul 71 Note: 207p.
EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a three-week in-service institute designed to: (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre- and post-test instruments which assessed participants' perception of their knowledge, their attitudes, and their cognitions regarding teaching the disadvantaged. During the nine months following the institute, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two one-day workshops were held to discuss the results of the teaching methods and provide additional information. (SB)

ED059399 VT014787

Changing the Role of Vocational Teacher Education.
Evans, Rupert N., Ed.; Terry, David R., Ed.
Illinois Univ., Urbana. Coll. of Education.
Sponsoring Agency: Illinois State Office of the Superintendent of Public Instruction, Springfield; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Publ. Date: 71 Note: 219p.
Available from: McKnight and McKnight Publishing Company, 301 Prospect Road, Bloomington, Illinois 61701 ($5.36)
EDRS Price MF-$0.76 HC-$10.78 Plus Postage

A four-day institute attended by 21 persons representing vocational education, general education, and state and federal government was held to review the state of the art in vocational teacher education. Discussion activities centered around state of the art papers, and this book contains these chapters based on revisions of the major papers: (1) "The Quality of Life in the Seventies and Implications for Vocational Teacher Education" by J. C. Willers, (2) "Assumptions Underlying Preservice Programs for Beginning-Level Vocational Teachers" by J. Moss Jr., (3) "Assumptions Underlying Inservice Vocational Teacher Education Programs" by A. D. Hill, (4) "Curriculum Development in Vocational Teacher Education: State of the Art and Developmental Needs" by E. J. Simpson and M. L. Ellis, (5) "Organizational Structure of Vocational Teacher Education" by R. E. Taylor and A. J. Miller, (6) "The Context of Vocational Teacher Education" by R. E. Taylor and A. J. Miller, (7) "The Need for Vocational Educational Personnel" by T. G. Foran and J. J. Kaufman, (8) "Critique of Manpower Projections for Instructional Staff in Vocational Education" by G. G. Somers, and (9) "Evaluation of Vocational Teacher Education" by D. Sjogren. (SB)

ED058457 VT014608

Nepal Vocational Agriculture Teacher's Handbook.
Woods, Harvey S.; Stitt, Thomas R.
Publ. Date: Aug 71 Note: 250p.
EDRS Price MF-$0.76 HC-$12.05 Plus Postage

This two-part handbook reviews present teaching materials used by vocational agriculture teachers of Nepal, discusses opportunities for improvement of curriculum materials and teaching methods, and provides additional materials for the improvement of academic, vocational, and professional competencies for all vocational agriculture teachers of Nepal. The first part of the handbook discusses: (1) the status of vocational agriculture in Nepal with respect to schools offering programs and the characteristics of an optimum teaching environment, (2) educational and family backgrounds of full-time vocational agriculture students, (3) conditions confronting graduates, (4) principles of teaching and learning, (5) effective teaching methods, (6) supervised farming, (7) future farmers of Nepal,

(8) a course of study in vocational agriculture, and (9) young farmer training program. The second part of the handbook includes: (1) a discussion of lesson plan preparation, including definitions of lesson plan and objective, suggested teaching methods, and components of a lesson plan, (2) a discussion of teaching methods, including lecture, group discussion, supervised study and discussion demonstrations, field trips, and others, and (3) several sample lesson plans. (SB)

ED055247 52 VT014110

Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Volume VII, Final Report.

Righthand, Herbert

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.: BR-9-0535

Grant No.: OEG-0-9-480535-4435(725)

Publ. Date: Feb 71 Note: 137p.; Part of Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

This institute was designed to study the needs and problems of vocational teaching in metropolitan areas and to recommend model teacher preparation practices. A total of 60 participants, representing 23 states, Washington, D.C., and the Virgin Islands, took part in this program, which consisted of general sessions, homogeneous and heterogeneous small group sessions and a field trip to an inner city program. The general conclusion was that there is need for great flexibility and breadth in teacher requirements, certification, and preservice and in-service education. Recommendations include occupational experience for guidance personnel, guidance courses for vocational teachers, vocational courses for all teachers, flexible curriculums and methodologies in the areas of sociology and psychology, and that colleges and universities should provide a vocational-technical teacher preparation program which extends beyond the confines of its classrooms. (GEB)

ED055241 52 VT014104

Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Institute VI, Final Report.

Davis, J. Clark; Trout, Len L.

Nevada Univ., Reno. Coll. of Education.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.: BR-9-0524

Grant No.: OEG-0-9-150524-4520(725)

Publ. Date: May 71 Note: 349p.; Part of a Short Term Inst. for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas (Nevada Univ., Reno, June 14-17, 1970)

EDRS Price MF-$0.76 HC-$17.13 Plus Postage

This report presents the proceedings of a four-day institute attended by 82 individuals representing university personnel, state department of education personnel, and local school district personnel. Conducted in response to critical problems in vocational teacher education, the institute focused on ways to locate and prepare adequate numbers of teachers to work with urban disadvantaged youth. The general plan of attack adopted by the institute was to have each participant, with the help of the 19 consultants, develop a teacher training model appropriate for his own situation. To this end, the format of the program consisted of a series of formal presentations, a question-and-answer panel, small group work sessions, and a variety of evaluations of the proceedings. A major conclusion advanced by this institute was that the teacher education model needs to stress that the teacher is both a manager of resources and an effective specialist in a prescribed area. Among the more than 15 formal presentations were: "The Need for Flexible Instructional Systems" by Howard McFarm, and "Desirable Characteristics of Vocational-Technical Teachers for Metropolitan Areas" by Duane Nielsen. (Author/JS)

ED053286 VT012239

Materials Prepared by Participants In EPDA Vocational Awareness Institute (Summer 1970).
Washington State Board for Vocational Education, Olympia.
Publ. Date: 70 Note: 170p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage

The 24 participants attended an Education Professions Development Act (EPDA) institute during the summer of 1970 which was designed to train elementary teachers to develop an awareness of occupations in their children, an ability to utilize community resources, and an ability to articulate and integrate vocational awareness in the elementary school curriculum. Activities included a number of speakers, field trips, group work in preparing, executing, and evaluating a unit on an occupation, individual work reviewing literature concerning vocational education, and/or awareness, and developing an action plan. Participant interest contributed to the success of the institute. Evaluation summaries by a local director of occupational education, unit plans, individual unit and institute evaluations, action plans, and individual literature reviews are included in the report. (SB)

ED052069 SO000900

Catalogues of Third Country Training Resources in East, Near East, and South Asia. Volumes 1 and 2.
Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.
Publ. Date: Feb 71 Note: 451p.
EDRS Price MF-$0.76 HC-$23.48 Plus Postage

Both of these catalogs are part of a series of four official AID publications covering both academic and non-academic training opportunities. These two in particular were developed to encourage increased use by Asians of the regional training resources designed to assist them in the economic and social development of their countries. The catalogues are intended for use as a working tool by both American and host government training officers and technical advisors in determining where to train participants, when to train, and to provide information about technical programs, fees, prerequisites, resource addresses, housing, language of instruction, and the United States involvement with the training resource. There are programs described for: (1) agriculture, (2) industry and mining, (3) transportation, (4) labor, (5) health and sanitation, (6) education, (7) public safety and administration, (8) community development, and (9) communications media. India, Lebanon, Pakistan, Turkey, Iran, Greece, U.A.R. (one), and Afghanistan (one) are included along with Thiland, Philippines, Korea, China, and Japan (one). (Author/AWW)

ED049088 SO000744

Social Studies: The Syllabus and Introductory Lecture Session.
African Social Studies Programme, Nairobi (Kenya).
Publ. Date: 70 Note: 7p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

This curriculum guide intended for use in the National Technical Teachers College, Lagos-Yaba, Nigeria, begins with a brief section on the general content and rationale for social studies in African education, suggestions for implementing the curriculum, and general requirements of students. Special consideration is given to the importance of social studies to future technical teachers. Nigeria and Africa form the focus of the social studies content through an integrative use of geography, history, economics, and civics. Syllabi, objectives, and methods are outlined for both a one-year, and a three-year program. SO 000 745 and SO 000 746 are related documents. (JLB)

ED047162 24 VT012696

Emerging Teacher Education Curricular Models. Leadership Training Series No. 33.
Ferguson, Edward T., Ed.
Ohio State Univ., Columbus. The Center for Vocational Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-7-0158

Grant No.: OEG-3-7-000158-2037

Publ. Date: Jan 71 Note: 188p.; Proceedings of the Annual National Vocational-Technical Teacher Education Seminar (4th, St. Louis, Mo., Nov 1-4, 1970)

Available from: The Center for Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Leaders from across the country attended the Fourth Annual National Vocational-Technical Teacher Education Seminar, which focused on emerging teacher education curricular models. The November 1970 seminar had three primary objectives: (1) to provide an understanding of the performance-based core concept of a model vocational-technical teacher education curriculum, (2) to focus on an understanding of the administrator's role in implementing a core-based vocational-technical education curriculum, and (3) to foster an understanding of the teacher educator's role in implementing vocational-technical teacher education curriculum improvements. This seminar report contains presentations of over 20 national leaders in teacher education, and includes many of the findings of a three-year research project conducted at The Center for Vocational Education on performance-based model curriculums and core concepts for organizing and providing professional offerings. It should be useful to those interested in modifying teacher education curriculums and in developing new models for teacher education. (CD)

ED047089 VT012022

The Integration of Learning Through the Solution of Correlating Problems.

Central Michigan Univ., Mount Pleasant.

Sponsoring Agency: Ford Foundation, New York, N.Y.

Publ. Date: 67 Note: 78p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

This report describes a two-semester interdepartmental sequence which is one phase of an innovative five-year program leading to a bachelor's degree and certification as a teacher of industrial education. During this first phase, the prospective teacher is expected to gain understandings, build attitudes, and develop special abilities needed as a teacher in a new program for industrially directed youth. The sequence consists of four semester hours each of general chemistry and physics as well as six semester hours each of mathematics, English with a major emphasis upon technical communication, and industrial education with a major emphasis upon the basic materials (woods and metals), processes, and products of modern industry. Instruction is cooperatively planned and directed by a team of four teachers, each representing a different discipline, and instructional approaches include independent study, a close association with industry, and solution of a series of correlating problems in which students solve problems requiring knowledge in two or more disciplines. Objectives and instructional outlines for 10 correlating problems are provided, and supplementary materials are appended. (SB)

ED045574 SP004462

A Training Report To Prepare Industrial Personnel To Become Teachers for Trade and Industrial Education. Final Report.

Cincinnati Univ., Ohio; Kent State Univ., Ohio; Ohio State Univ., Columbus; Toledo Univ., Ohio.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Publ. Date: Aug 70 Note: 567p.; EDPA Project, July 14-Aug. 22, 1969

EDRS Price MF-$0.92 HC Not Available from EDRS. Plus Postage

A total of 130 applicants participated in this six-week EDPA project held at four different universities. The content of the institute centered primarily around the following major categories: (1) philosophy of vocational education, (2) methods of teaching vocational education, (3) teaching the disadvantaged student, (4) psychology of the adolescent, (5) instructional aids and media, (6) classroom and laboratory management, (7) selection and organization of course content, (8) lesson plan development, and (9) professional ethics. An in-service program of

seminars and individualized instruction was provided during the following school year. Evaluation of the institute, accomplished by means of participant and staff comments, evaluation of participants' teaching ability by their supervisors, and achievement tests, indicated that it was successful in its objectives. (An appendix, which constitutes one-half of the report, contains copies of material used during the preservice and in-service phases of the project: orientation material, instruction sheets, evaluation forms, and personnel data.) Not available in hardcopy due to marginal legibility of original document. (RT)

ED042893 VT011094

Vocational Competency Examination for Preparatory Teachers and Teacher Coordinators in Vocational Business and Office Education, 1970.

Michigan Univ., Ann Arbor. School of Education.

Sponsoring Agency: Michigan State Dept. of Education, Lansing.

Publ. Date: 70 Note: 31p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

A competency examination was developed to assist in certification as well as to increase the supply of vocational business and office education teachers. The rationale for the examination was derived from reviewing literature and gathering information from 12 states, 25 coordinators, special meetings, and before-and-after questionnaires completed by 41 graduate students. The examination consists of three parts designed to test competencies in technical content and skills, professional vocational teacher education, and work experience. Suggestions are given for the type of examination to test each competency area as well as for administering procedures. The letter of inquiry, mailing list, and supplementary comments are appended. (SB)

ED039884 08 JC700167

Development of Junior/Community College Curricula for Future Teachers of Industrial Education. Interim Report.

Feirer, John L.; Lindbeck, John R.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-0074

Grant No.: OEG-0-8-070074-3713 (085)

Publ. Date: Jun 70 Note: 580p.

EDRS Price MF-$1.08 HC-$29.83 Plus Postage

The current and projected shortage of qualified industrial education teachers threatens the continued growth of technical programs in the community junior colleges. As a result, this study of current teacher preparation programs in six states was begun. An analysis of catalogs of all public junior and senior colleges in California, Florida, Illinois, Michigan, New York, and Texas reveals the kind of courses currently offered that might be useful in such preparation. A survey of current research and of the responses to questionnaires by administrators, counselors, department heads, and transfer students reveals the interface between junior college programs and those at the senior institutions. Finally, a Work-Study Conference of individuals with experience in this field developed a Guideline Bulletin (see appendix) that discusses the teacher shortage problem, facilitation of transfer, current and future institutional requirements, and problems faced by the transfer student. Concurrently developed are two teacher preparation programs that emphasize the interface between the junior college and the senior institution: (1) the Partnership Program, designed for students who have already decided to become industrial education teachers even before entering the junior college; and (2) the Pyramid Program, designed for those who decide to teach while in junior college or before entering a transfer institution. A comprehensive bibliography is included. (JO)

ED039358 08 VT011098

Research Visibility: Development of Professional Personnel for Vocational-Technical Education.

Brandon, George L., Ed.

American Vocational Association, Washington, D.C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-7-0633
Grant No.: OEG-2-7-070633
Publ. Date: May 70 Note: 16p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The professional development of vocational education personnel is becoming a critical issue as a result of the expanding role of vocational education, federal legislation, and an impending teacher shortage. Current efforts to meet this challenge are described in 18 reviews which concern opinion leaders, disadvantaged youth, career development, teacher education, emerging occupations, teaching methods, post-secondary programs, teacher recruitment, dropout prevention, manpower training, performance criteria, preservice education, and national conferences on teacher education. "Plain Talk," a continuing column by the editor, discusses the importance of establishing and implementing educational priorities. The bibliography lists an additional 28 related reports. (CH)

ED037581 95 VT010752

Guidelines and Supportive Papers for Planning and Conducting Short-Term Teacher Education Activities. Developing Teaching Competencies Needed by Educational Personnel in Post-Secondary Health Occupations Programs.
Holloway, Lewis D., Ed.
Iowa Univ., Iowa City. Div. of Health Affairs.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-0340
Grant No.: OEG-0-9-250340-4138
Publ. Date: Feb 70 Note: 273p.
EDRS Price MF-$0.76 HC-$13.32 Plus Postage

At a national institute held August 18-29, 1969, 90 individuals met to discuss the development of programs of short-term teacher education for health specialists who were needed to instruct supportive-level health workers. This publication contains revised guidelines and presentations made at the institute and is intended to aid participants and other interested persons as they work to increase the availability of teacher education activities for health occupations education personnel. It is divided into six modular units which can be used independently of each other. The subjects of the units are Supportive Personnel in the Changing Health Industry, Defining and Describing the Educational Product, The Learner and Learning, Designing Learning Programs, Evaluation in the Educational Process, and The Educational Process. Guidelines and supportive papers are presented for each modular unit. (BC)

ED037580 08 VT010744

The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs. Final Report.
Sybouts, Ward; Krepel, Wayne
Nebraska Univ., Lincoln.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-5-0115
Contract No.: OEC-6-85-068
Publ. Date: 30 Oct 69 Note: 429p.
EDRS Price MF-$0.76 HC-$22.21 Plus Postage

The purpose of this study was to prepare a descriptive analysis of the relationship which exists between vocational education and administrators in Nebraska in order to prepare materials for preservice and in-service education of school administrators. A review of the literature led to development of demographic, role, attitude, and cognitive instruments which were administered to a sample of 51 superintendents and 51 principals. Data from analysis of the test scores and critical incidents, made possible the development of instructional materials. Finally, a test was made of the simulated materials at a workshop. Findings include: (1) Principals felt more obligated than

superintendents toward initiating, developing, and maintaining occupational education, (2) Administrators from schools with enrollments of from 200-499 students indicated a stronger obligation toward initiation of occupational education programs than did administrators from larger or smaller schools, (3) Those educators who attended the workshop made significant gains on the cognitive tests and expressed more favorable feelings about vocational education, and (4) Simulation, or the in-basket technique of instruction provides high motivation and seems to reach the affective domain where traditional methods often fail. The instruments and related materials are appended. (BC)

ED037550 08 VT010228

Annual National Vocational-Technical Teacher Education Seminar Proceedings: Micro-Teaching and Video Recording (3rd, Miami Beach, Fla., Oct. 20-23, 1969. Final Report. Leadership Series No. 25.

Cotrell, Calvin J., Ed.; Bice, Gary R., Ed.

Ohio State Univ., Columbus. The Center for Vocational Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-0158

Grant No.: OEG-3-7-000158-2037

Publ. Date: Jan 70 Note: 143p.

Available from: The Center for Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.50)

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

This second of two volumes resulting from a seminar attended by 232 vocational-technical leaders from 34 states and the District of Columbia, covers the general sessions and the sub-seminar on micro-teaching and video recording. General session presentations on teacher education by Martin W. Essex, Virgil S. Lagomarceno, and William G. Loomis are included. The six studies reported involved the use of micro-teaching and audio- and video-taping for feedback purposes in preservice and in-service teacher education as well as in a workshop for teacher educators. Some other factors considered in the various studies were: (1) teaching high school students versus teaching peers, (2) the length of lessons taught by student teachers, (3) use of the telephone and the mail in remote supervision of teachers, (4) the use of instruction models, and (5) the relative effectiveness of critique by self, student taught, fellow teachers, and teacher educators. The report of each study is followed by discussion of its implications. The report of the sub-seminar on teaching the disadvantaged is available as VT 010 163. (JK)

ED034843 VT009650

Competencies of Vocational Teachers. A Factor Analysis of the Training Needs of Teachers of Occupational Education.

Courtney, E. Wayne; Halfin, Harold H.

Oregon State Univ., Corvallis. Dept. of Statistics.

Publ. Date: Aug 69 Note: 52p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

To determine common training requirements of secondary-level vocational teachers, a factor analysis was made of responses by 40 randomly selected vocational teachers representing four states: Pennsylvania, Iowa, North Carolina, and New Jersey. Teacher responses consisted of the assignment of ratings to 40 items on a Likert-type scale. Ten teachers were selected from each of the four states with two teachers representing each of five disciplines: vocational agriculture, home economics, trade and industry, distributive education, and business education. The verimax rotation method of factor analysis extracted a total of 14 vectors in which one or more of the 40 variables showed a factor loading of .50 or greater. One implication of such commonalities within the five disciplines is a possibility for a common core of training experience within broadly based vocational teacher education curriculums. The Vocational Education Training Needs Instrument, which was used in this study, and Sedgwick's Teacher Model are appended. (CH)

ED034057 08 VT009694

Institute on the Recruitment, Selection and Training of Teachers of Trade and Industrial Education. Final Report.

McDowell, L. C.; Fagan, B. T.

Kentucky Univ., Lexington.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-0400

Grant No.: OEG-0-8-080400-3590(085)

Publ. Date: Jun 69 Note: 69p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

The institute is designed to study and make recommendations for guidelines relating to the recruitment, selection, and training of teachers of trade and industrial education. The major objectives of the institute are to: (1) analyze existing programs to determine desirable qualities of trade and industrial teachers, (2) explore new sources for recruitment, (3) develop a recruiting guide, (4) explore the technique used in selection, (5) develop a guide for selection, (6) examine various plans presently being used for preparation and up-grading of teachers, and (7) develop guidelines for the preparation of teachers. Methods used to approach the topics of recruitment, selection, and training were through papers presented by consultants, small group discussion and field trips. Appended are sample invitations, a listing of participants, a schedule of activities, discussion forms, and evaluation instruments. (GR)

ED033089 08 SP003217

A Seminar for Distributive Education Program Development Through Teacher Education. Final Report.

Haines, Peter G.; Rowe, Kenneth L.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-7-0489

Grant No.: OEG-3-7-070489-3128

Publ. Date: 68 Note: 42p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

A one-week national seminar was conducted in May 1967 (one section at Michigan State, one at Arizona State) for 52 educators and researchers responsible for designing and administering training programs for teachers in the field of marketing and distribution. The major objective was to broaden participant understanding of the project method of instruction (a method which does not rely on the cooperative laboratory as an instruction vehicle) and its demands concerning preservice and in-service teacher education programs. Guest lecturers presented papers on several themes: Perspectives in Program Development in Distributive Education; Nature and Theory of the Project Method; Managing and Controlling Learning Experiences in the Classroom; Teacher Behavior in the Project Classroom; and Gearing Up Teacher Education Programs for Project Instruction. Small task force groups of participants discussed the concepts and produced reports on implications for two areas of need: school and classroom, and teacher education. The papers and task force reports are contained in three seminar publications: one is a series of readings on the project plan in distributive education; the others are guidelines for implementing the plan in schools and through teacher education. (Included are discussion of a series of impacts the seminar has had on the profession—as evaluated 15 months later—and recommendations of the directors regarding continued efforts.) (JS)